

Información Importante

La Universidad de La Sabana informa que el(los) autor(es) ha(n) autorizado a usuarios internos y externos de la institución a consultar el contenido de este documento a través del Catálogo en línea de la Biblioteca y el Repositorio Institucional en la página Web de la Biblioteca, así como en las redes de información del país y del exterior con las cuales tenga convenio la Universidad de La Sabana.

Se permite la consulta a los usuarios interesados en el contenido de este documento para todos los usos que tengan finalidad académica, nunca para usos comerciales, siempre y cuando mediante la correspondiente cita bibliográfica se le de crédito al documento y a su autor.

De conformidad con lo establecido en el artículo 30 de la Ley 23 de 1982 y el artículo 11 de la Decisión Andina 351 de 1993, La Universidad de La Sabana informa que los derechos sobre los documentos son propiedad de los autores y tienen sobre su obra, entre otros, los derechos morales a que hacen referencia los mencionados artículos.

BIBLIOTECA OCTAVIO ARIZMENDI POSADA
UNIVERSIDAD DE LA SABANA
Chía - Cundinamarca

How Intercultural Communicative Competence is Evidenced in the
Writing of Texts

María E GUERRERO

Liliana MUÑOZ

Ana María NIÑO

Research Report submitted
in partial fulfilment of the requirements for the degree of
Master in English Language Teaching – Autonomous Learning Environments

Directed by Carl Edlund ANDERSON
Department of Foreign Languages and Cultures
Universidad de La Sabana
Chía, Colombia
November 2015

ICC AND NARRATIVE STORIES

Declaration

We hereby declare that our research report entitled:

How Intercultural Communicative Competence is Evidenced in the Writing of Texts

- is the result of our own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

Date: November 3, 2015

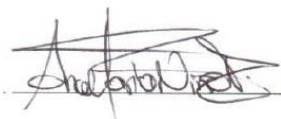
Full Name: María Eulalia Guerrero Moya

Liliana Muñoz Ortiz

Ana María Niño Díaz

Signature:

María E. Guerrero Moya
Liliana Muñoz Ortiz



Acknowledgements

On one side, we would like to thank God for the wisdom, patience and support during all the process of this Master Program, being by far the toughest experience we have ever lived. Likewise, we would like to thank to our families whose support has contributed to finish this new path in our lives, which definitely has had a significant impact not only on our professional lives, but also on our personal growth. In addition, they gave us a hand to remain calm when we were going into panic. Furthermore, we want to remark our brothers' and sisters' help to give us advice and contribute to the material design for the pedagogical intervention. In the same sense, we appreciate our classmates' motivation during all the process and our friends' support when being patient with our tight schedule.

On the other side, we would sincerely express gratefulness to the group of tutors who always motivated us with their comments, suggestions and advice to keep working hard. Particularly, to Professor Liliana Marcela Cuesta whose interest, engagement and dedication have encouraged us to give our best. Moreover, we thank to our director Carl Anderson whose suggestions and feedback were truly productive, taking us to a high level of commitment. Also, to Professor Luz Dary Arias who always believed in our research study from the beginning, showing interest and willingness to listen to us.

Finally, we want to highlight our students' willingness to participate in the current research study. They could recognise the importance of culture, tolerance and conflict resolution strategies and showed a great disposition to develop the activities proposed. Despite of all the difficulties, problems and tough situations the students had to deal with, they were able to overcome them, focusing more on their strengths rather than their weaknesses.

Abstract

In 2004, the Ministry of Education (Ministerio de Educación Nacional, MEN) published the basic standards for citizenship skills, depicting those as key to foci to work within schools to foster the emergence and development of citizens who can coexist with others and maintain proper communication. Thus, this research study inquired tenth graders about the opportunities derived from a possible intervention that linked both, culture and citizenship in the English class environment, in order to improve the existing English language curriculum. After getting the results of the preliminary needs analysis, researchers discovered that students were interested in exploring these fields, as well as knowing about other cultures. This action research study aimed at finding evidence of intercultural communicative competence (ICC) skills through writing narrative texts in English as a foreign language. Participants were 75 tenth-grade students, between the ages of 14 and 17 years old, who attended three different public schools in Bogotá, Colombia. Through literature circles (discussion groups) and storytelling tools, learners played a specific role, discovered similarities and differences among cultures, reflected upon their tolerance levels and explored ways to face problems. Findings suggested that students were able to identify differences in cultures and how those differences helped them to build identity. In addition, they analysed how they reacted in situations where their tolerance skills were challenged. This experience allowed them to have a deeper level of empathy with others. The study also revealed the learners ability to convey meaning, using effective communication despite the language problems that they had.

Key words: Intercultural Communicative Competence; culture; citizenship; narrative texts; literature circles; storytelling, SOLO taxonomy, language acquisition.

Resumen

En 2004, el Ministerio de Educación Nacional (MEN) publicó los estándares básicos para desarrollar competencias en ciudadanía, sugiriendo éstas como ejes claves para el surgimiento y desarrollo de ciudadanos capaces de convivir con otros y mantener una comunicación apropiada. De allí surgió la idea de indagar en la población de décimo grado acerca de las oportunidades que se pudiesen gestar como fruto de una intervención pedagógica que combinara la cultura y ciudadanía en los ambientes de aprendizaje de la clase de inglés, con el ánimo de dinamizar el currículo existente. Luego de obtener los resultados del análisis preliminar, los investigadores descubrieron que los estudiantes estaban interesados en conocer un poco más sobre estos temas y sobre otras culturas. Este estudio de investigación acción, buscó encontrar evidencia de las habilidades en la competencia comunicativa intercultural (ICC) a través de la escritura de textos narrativos en inglés. Los participantes fueron 75 estudiantes de décimo grado, entre los 14 y 17 años, de tres colegios públicos de Bogotá, Colombia. Durante el proceso, se hizo uso de dos estrategias pedagógicas: los grupos de discusión, también conocidos como círculos literarios, y la narración de cuentos, a través de las cuales los estudiantes interpretaron diversos roles, descubrieron similitudes y diferencias entre culturas, reflexionaron sobre sus niveles de tolerancia y la forma de enfrentar diversos problemas. Los resultados sugirieron que los estudiantes pudieron identificar las diferencias entre culturas y cómo éstas los ayudaron a construir su propia identidad. Adicionalmente, los estudiantes analizaron cómo reaccionarían ante las situaciones en las que sus niveles de tolerancia eran desafiados. Esta experiencia les permitió tener un nivel más profundo de empatía con los otros. El estudio también reveló la habilidad de los participantes para transmitir mensajes con el fin de dar a conocer sus ideas de una manera efectiva, a pesar de los problemas de lenguaje que estos presentaban

Palabras claves: competencia comunicativa intercultural, cultura, ciudadanía, textos narrativos, círculos literarios, narración de historias (storytelling), taxonomía de SOLO, adquisición del lenguaje.

Table of Contents

Acknowledgements.....	i
Abstract.....	ii
Resumen.....	iii
Table of Figures	ix
Table of Tables	ix
Chapter 1: Introduction	1
1.1 Introduction to the study	1
1.2 Rationale of the study	2
1.2.1 Needs analysis and problem statement.	2
1.2.2 Justification of problem's significance.	3
1.2.3 Strategy proposed to address problem.	5
1.3 Research question(s) and objective(s)	5
1.4 Conclusion	6
Chapter 2: Theoretical Framework & State of the Art	7
2.1 Introduction.....	7
2.2 Theoretical framework.....	7
2.2.1 Intercultural communicative competence (ICC).....	7
2.2.1.1 Culture.....	8
2.2.1.2 Identity.	10
2.2.2 Citizenship skills.	10
2.2.2.1 Tolerance.....	11
2.2.2.2 Conflict resolution.	11
2.2.3 Narrative texts.	12

2.2.3.1	Literature circles.	12
2.2.3.1	Storytelling.....	14
2.2.4	Structure of observed learning outcome (SOLO) taxonomy.	15
2.3	State of the art	17
2.3.1	Intercultural communicative competence (ICC).	17
2.3.1	Narrative texts.	18
2.3.1.1	Storytelling.....	18
2.3.1.1	Literature circles.	20
2.3.2	Structure of observed learning outcome (SOLO) taxonomy.	21
2.4	Conclusion	22
Chapter 3: Research Design.....		24
3.1	Introduction.....	24
3.2	Type of study	24
3.3	Context.....	25
3.3.1	Participants.....	26
3.3.2	Researchers' role.	27
3.3.3	Ethical considerations.	28
3.4	Data collection instruments.....	29
3.4.1	Description.	29
3.4.1.1	Artifacts.....	29
3.4.1.1	Learning logs.	29
3.4.1.1	Stories.	30
3.4.1.1	Questionnaires.....	30

3.4.2	Validation and piloting.....	31
3.5	Conclusion	32
Chapter 4: Chapter Four: Pedagogical Intervention and Implementation		33
4.1	Introduction.....	33
4.2	Visions of language, learning, and curriculum	33
4.2.1	Vision of language.	33
4.2.2	Vision of learning.....	34
4.2.3	Vision of curriculum.	35
4.2.4	Vision of classroom.....	36
4.3	Instructional design.....	37
4.3.1	Lesson planning.	37
4.3.2	Implementation.	37
4.4	Conclusion	42
Chapter 5: Results and Data Analysis.....		44
5.1	Introduction.....	44
5.2	Data management procedures	44
5.2.1	Validation.....	45
5.2.2	Data analysis methodology.	45
5.3	Categories	48
5.3.1	Introduction.	48
5.3.1.1	Category mapping.....	48
5.3.1.2	Identification of core category.....	50
5.3.2	Analysis of categories.	51

5.3.2.1	Description of categories.	51
5.3.2.1.1	Demonstration of cultural awareness by understanding and analysing culture.	51
5.3.2.1.2	Evidence of the use of ICC skills through writing.....	55
5.3.2.1.3	Demonstration of a sense of knowledge and identity	60
5.3.2.2	Core category.	62
5.4	Conclusion	63
Chapter 6: Conclusions and Pedagogical Implications.....		65
6.1	Introduction.....	65
6.2	Comparison of results with previous studies' results	65
6.3	Significance of the results	67
6.4	Limitations of the present study.....	68
6.5	Further research	69
6.6	Conclusion	70
References.....		71
Appendix A: Consent letter		89
Appendix B: Artifacts		90
B.1	Sample of workshop about Kakuma culture.....	90
B.2	Sample of workshop for literature circles demonstration	91
B.3	Sample of workshop for assessing students on influences of cultural aspects in different situations	92
Appendix C: Sample of learning log		93
Appendix D: Sample of stories		94

Appendix E: Questionnaire.....	95
E.1 Sample of questionnaire questions 1 to 6.	95
E.2 Sample of questionnaire questions 7 to 14	96
Appendix F: Open survey	97
Appendix G: Cultural concepts.....	99
G.1 Worksheet for matching concepts and definitions related to culture.....	99
G.2 Answer sheet for definitions and concepts matching worksheet	100
Appendix H: Lesson plan model for orientation sessions	101
Appendix I: Lesson plan model for literature circles.....	103
Appendix J: Lesson plan model for storytelling	105
Appendix K: Conflict definitions.....	107
Appendix L: Conflict resolution strategies	108
Appendix M: Matrix	109
Appendix N: Needs analysis findings.....	110

Table of Figures

Figure 1 Open coding.....	49
Figure 2 Axial coding.....	50
Figure 3 Selective coding.....	62

Table of Tables

Table 1 Implementation Chart.	Error! Bookmark not defined. 9
Table 2 Categories and Subcategories in relation to Research Questions and Constructs	478

Chapter 1: Introduction

1.1 Introduction to the study

The policies of the current Colombian government regarding the *Plan Sectorial de Educación 2012-2016* (Secretaría de Educación, 2012) are aimed at educating people to be more competitive and with a variety of skills to face different challenges in a globalised world. Hence, appropriate tools for acting as individual and social members of a society are to be developed to comprehend and transform their perceptions of reality. According to this policy, teachers should promote strategies that help learners to recognize cultural diversity and identity.

Similarly, *Bogota Humana* policy understands education of quality as an integral process that generates knowledge and allows learners to grow in values and have respect for cultural diversity and different lifestyles (Secretaría de Educación, 2012, p. 3). Likewise, according to this policy, one of the main functions of education is socializing, transmitting culture and developing the individual's personality (p. 7).

Therefore, this research study applied intercultural communicative competence (ICC) in the English classroom to help learners to raise awareness regarding cultural aspects, values and their role in building their own identity. The principles of ICC were considered since these deal with the recognition of individuals and how the differences and similarities that people find in a specific context help them to address others respectfully (Byram, 1997; Beacco, 2000).

To assist tenth-graders from three public schools of Bogotá, Colombia, in the recognition of ICCs, researchers sought to help them to develop cultural skills such as tolerance, identity, and conflict resolution, enhancing their sense of worth in themselves and others as reflected in meaningful cultural contexts (real or fictional) by reading and writing stories in English through literature circles and storytelling.

1.2 Rationale of the study

It is important for teachers to support learners to understand cultural aspects when learning a foreign language because cultural contact is inevitable in the current globalised world (Crystal, 2003; Graddol, 2006). Consequently, this study implemented the writing of narrative texts as a strategy to get evidence of intercultural awareness regarding customs, traditions, and social habits among others (Byram, 1997; Corbett, 2003; Moran, 2001; Richards & Schmidt, 2010). For such purposes, literature circles provided the comprehensible input and elements of analysis that were used in the creation of short stories for storytelling.

Literature circles are a powerful tool to explore different cultures by giving opportunities to analyse different characters and settings (Garrison, Forest & Kimmel, 2014). On the other hand, storytelling allows students to share experiences, somehow as mirrors of their own reality (McDrury & Alteiro, 2004), which in turn makes learners recognise their own identity and raise their understanding and awareness in relation to ICC. In addition, it is important that teachers expose learners to decode cultural dimensions because they need to be communicatively competent, and comprehend relations with other cultures to hold assertive communication and to be more tolerant (Byram & Risager, 1999; Beacco, 2000; Byram, 2000; Fantini, 2008).

Finally, tenth graders who were between the ages of 15 and 17 years old, were chosen as the ideal population because they had already reached the formal operational stage and had the capability of abstracting their formal thinking, and transcending concrete experiences and direct perceptions (Brown, 2007).

1.2.1 Needs analysis and problem statement.

Participants were three tenth grade groups from three state schools in Bogotá, Colombia called Institución Educativa Distrital José Joaquín Casas, Institución Educativa Distrital El

Porvenir and Centro Educativo Distrital Instituto Técnico (CEDIT) Jaime Pardo Leal, which corresponded to the zones Puente Aranda, Bosa and Antonio Nariño, respectively.

According to the National Standards for English Teaching, the cultural component plays an important role in the social development of learners; however, this component is not explicit enough in the English curriculum and syllabi of the schools mentioned (Ministerio de Educación Nacional, 2006, p. 8).

Having in mind this limitation, the researchers conducted a needs analysis based on an open survey (Appendix F). On the one hand, the results of this instrument (Appendix N) showed the aspects that students were most interested in (information of other countries, their culture and their relation with the Colombian one); and at the same time, what aspects they considered relevant to be studied when learning English. In addition, the questionnaire provided information regarding students' lack of knowledge about what culture means and implies. Although they were able to recognise differences, they did not consider them important to enrich their knowledge about their own identity.

On the other hand, most of the participants recognised the significance to implement different language methodologies as a way to increase their cultural awareness. They felt more attracted to listening and reading activities that involved the opportunity to listen to speakers around the world and be in contact with common expressions.

1.2.2 Justification of problem's significance.

As stated by Byram (1997), when human beings are aware of cultural differences, the creation of "a sense of loyalty and group identity" can be possible (p. 2). This awareness cannot be developed if it is not taught. Foreign language teachers should foster environments in which

students have the possibility to experience diversity and recognize cultural differences, so that they can have more tools to interact with people from other cultures respectfully. For this reason, ICC must have an important place in an educational environment, taking advantage of all its usefulness when expanding the communicative competence significance (Byram, 1997; Kramsch, 2001, 1996). ICC permits to have a co-operation among different areas to develop a cross-curricular relation (Byram, 1997, p. 32) that enriches learners' educational experiences. Students need to recognise individuals to understand their own identity and role into the society when using another language. Thus, the main aim of language learning is the integration of language and culture since learners can experience another language, and have a different perspective when facing reality (Alptekin, 2002).

Consequently, this research study sought to approach students at developing ICC and to find evidence on their cultural awareness in regards to topics like cultural and identity differences, conflict resolution and tolerance aspects that can create misunderstandings when interacting with people from other cultures. Additionally, this research study aimed at promoting tolerance and helping participants to recognise themselves and others to build up their own identity.

Skills such as cultural awareness, tolerance and conflict resolution are important for ICC and therefore, researchers took informed decisions based on the standards for citizenship skills of the Ministry of Education related to plurality, identity and value of the differences (2004). Standards for tenth graders propose a general competence that considers the respect for diversity; the recognition of dilemmas of the daily life in which values of different cultures get in conflict; and the exploration of different problem solving strategies, bearing in mind their positive and negative sides.

1.2.3 Strategy proposed to address problem.

To analyse students' awareness of ICC skills, researchers introduced the concepts related to culture, tolerance and conflict resolution in orientation sessions by utilising videos, readings, visual aids and workshops. Then, participants were asked to read selected stories from different countries that they had to discuss later, following the tool of literature circles. Reading helped learners to become familiar with culture and in that way students acquired knowledge, getting insights of cultural aspects (Goldblatt, 1999). Finally, students were prompted to write narrative texts that supported them in the process of meaning-making when understanding different cultural issues and being exposed to cultural differences (Kearney, 2010). In this regard, storytelling is a fundamental way of getting ideas across and it is part of the essence of human beings because it is a way of building a sense of identity (Wright, 2000).

By doing this, students were able to obtain a point of reference for creating their own stories talking about their own experiences; they became aware of what to include in relation to cultural aspects; they managed to put into someone else's shoes, looking at them with new lenses, and they could reflect on others' cultural perspectives to build up their own identity (Kearney, 2010).

1.3 Research question(s) and objective(s)

Taking into account the above mentioned, the research question was *what happens to intercultural communicative competence when storytelling to implement the writing of narrative texts is used with B1 EFL tenth-graders?*, and its corresponding objectives were *to analyse the effects (if any) of literature circles and storytelling tools in ICC; and to identify ICC skills recognition (if any) when reflecting upon topics such as culture, tolerance and conflict resolution.*

1.4 Conclusion

In this study, having the opportunity to reflect upon ICC topics challenged the learners' critical thinking skills, allowing them to reinforce useful strategies for lifelong learning. In addition, ICC skills can also help learners to have a better performance to participate in different roles in a globalised society, when they show flexible skills, sharing their ideas with others and considering global and local issues (Graddol, 2006, p. 71).

Additionally, research studies have shown that the use of literature circles and storytelling as tools to promote ICC skills in the classroom have had a positive impact on ICC awareness development, considering that these provide students with exploration and reflection opportunities regarding cultural aspects (Garrison et al., 2014; McDrury & Alteiro, 2004).

Thus, it is fundamental to review what other researchers have done regarding the topic, particularly about the incorporation of storytelling, literature circles and the writing of narrative texts, to promote and evaluate ICC skills, which provided the background to this research study.

Chapter 2: Theoretical Framework & State of the Art

2.1 Introduction

Once having discussed the need to raise students' awareness in relation to the development of ICC using narrative texts as evidence of that process, it is important to review specific constructs such as ICC, narrative texts, literature circles, storytelling and SOLO taxonomy. Moreover, it is necessary to describe the research studies in English as a foreign language that have been done regarding those concepts, considering how the use of literature circles and storytelling tools affect the development of ICC.

2.2 Theoretical framework

2.2.1 Intercultural communicative competence (ICC).

In general terms, ICC deals with the recognition of other individuals. It refers to the person's ability to interact among cultures respectfully with people who have different lifestyles, to accept them as they are, and to appreciate similarities and differences with the own culture (Byram, 1997; Kramsch, 2015). An intercultural competent speaker recognises those differences and accepts the others since ICC implies interaction, exchange, reciprocity and true support (Beacco, 2000). Likewise, an intercultural speaker is able to change attitudes, acquire new concepts, learn through the experience, express in a foreign language with minimal loss or distortion, establish and maintain relationships, communicate and collaborate to accomplish something of mutual interest or need (Byram, 2000; Fantini, 2008).

To analyse the competence components, Spitzberg and Changnon (2009) suggested five models: compositional, co-orientational, developmental, adaptational and causal. For the current research study, the co-orientational model (Fantini, 1995) was selected, considering that it focuses on how communication takes place in intercultural interactions and how insights,

meanings and intercultural comprehension are built while interacting. Furthermore, this model takes into account different relevant concepts to comprehend the resulting outcomes from interactional processes such as understanding, overlapping perspectives, accuracy, directness and clarity. In this case, people from different cultures can have a common referential view of the world to avoid misunderstanding and communication problems.

Since the co-orientational model focuses on interaction, researchers took into account the comprehension of basic concepts as the result of the discussions held upon the literature circles and the orientation stages of the pedagogical intervention, which will be explained further in this and in fourth chapters. Despite this fact, this approach aimed at triggering students' cultural skills in order to reflect their understanding through the narrative texts.

Communicative competence, in the terms of ICC, allows learners to establish and express relationships and a more accurate understanding of cultural issues that guide them to get to know both their own and other's identity, solve problems, and reflect on the reasons for decisions or actions and their consequences in a more empathic way so that the school can be transformed into a more trustable environment; in which learners can listen carefully and express themselves. It also permits that individuals contribute actively to the pacific coexistence, responsible participation and understanding of the difference as an opportunity to enrich the community, country and world. Consequently, this equips students with tools for providing solutions, having in mind different perspectives.

2.2.1.1 Culture.

Culture refers to a discourse community that shares social space, history and common ways of thinking to understand other people's behaviour. It has to do with symbols that make up

and maintain identity and cohesion within a specific group or society (Cortazzi & Jin, 1999; Kramsch, 2001).

In general, culture can be defined as a set of values, shared meanings, shared knowledge, beliefs, attitudes, customs, behaviour, social habits, artifacts, and norms produced by members of a cultural group within a specific social context that define them and that are constantly changing and evolving as culture is a dynamic entity (Byram, 1997; Richards & Schmidt, 2010; Moran, 2001; Corbett, 2003). In this sense, decoding cultural dimension includes learning to be communicatively competent, reflecting, analysing one's culture from an external perspective, and understanding relations with other cultures (Byram & Risager, 1999; Beacco, 2000).

For this reason, teaching culture in the language classroom is a topic that has been into consideration for the last thirty years, and different types of models and re-definitions regarding the term have come to light. Participants in a classroom may create their own cultural context by shaping the conditions of enunciation/communication or reception/interpretation of the classroom discourse; therefore, culture is not necessarily related to nationalities (Kramsch, 2001; Corbett, 2003).

When dealing with culture in the language classroom, teachers should incorporate ICC to allow students getting knowledge and understanding of own and others culture so that they can break down prejudices, be more tolerant, and develop abilities to see similarities and differences among cultures (Byram & Risager, 1999). Thus, the inclusion of cultural aspects into the language classroom can expand learners' world vision and help them to solve different problems that globalisation brings in. In this sense, "teachers must lead students from the safety of stereotypes to the riskiness of diversity" (Kramsch, 2015, p. 414), so that learners can realise that culture is dynamic entity that constantly evolves due to the constant contact among people. This

contact makes possible to interact with others and to interpret their beliefs and values accordingly (Álvarez & Bonilla, 2009).

2.2.1.2 Identity.

For the purposes of this research study, identity (Holiday, Hyde & Kullman, 2004) was considered as the process of reflection and understanding of the self when making interpretations of different characteristics, attitudes and behaviours, in relation to the individual's concept of the self and the others. Likewise, interpretations are influenced by the context in which an individual lives in. Learning another language involves the acquisition of a second identity which is mediated by cultural learning (Brown, 2007).

Cultural identity is characterized by a series of units (beliefs, manners, proxemics, etc.) to be taken into account; especially, when being in a different society. These units are unique and variable to each cultural group and might constitute possible communication obstacles (Novinger, 2001). Therefore, being well informed about the country with which an exchange is going to be held should imply decoding its cultural identity to interact successfully and avoid stereotyping people's behaviour or misunderstanding social protocols (Beacco, 2000). As a result of being aware of cultural differences, individuals can establish better relationships and use more communication strategies which help them to overcome cultural illiterate behaviours.

2.2.2 Citizenship skills.

The core of intercultural competence is comprised by components like attitudes, skills, knowledge and behaviours. In terms of attitudes, aspects such as respect, curiosity and willingness to learn about other cultures, openness to people, willingness to refuse judgment, willingness to tolerate ambiguity and valuing cultural diversity are included.

Regarding skills, a competent person has skills of listening; interacting; adapting; managing failures of communication; mediating cultural exchanges; discovering information; interpreting and relating cultures; evaluating perspectives, practices and products. A competent person demonstrates empathy; cognitive flexibility; and linguistic, sociolinguistic and discourse skills.

Concerning knowledge, a competent person shows cultural self-awareness, knowledge about a specific culture and individual interaction within a group. Finally, in relation to behaviours a competent person communicates effectively, has a flexible behaviour and is action-oriented, especially for the reduction of prejudice, discrimination and conflicts (Barrett, 2012).

2.2.2.1 *Tolerance.*

For the purpose of this study, the concept of tolerance was used as values, mutual understanding and respect for the cultural diversity; concepts that are at the core of the many educational systems (Pigozzi, 2006). Particularly, Colombian education (Ministerio de Educación, 2004) is making an effort to build more active and responsible citizens who learn to live together and are able to identify singularities, differences and similarities with other human beings so, they can value pluralism and can peacefully coexist. In this sense, students as individuals and groups need to recognise and accept that others can have different opinions and act differently.

2.2.2.2 *Conflict resolution.*

Finally, to test the role of a person in a society and his/her responsible attitude in different situations, being familiar with conflict resolution strategies is a must. In this sense, it is necessary to create spaces for students to face real or simulated situations that help students to train themselves in finding constructive, peaceful and creative ways to solve problems (MEN, 2004).

In this research study, participants had the opportunity to learn, practice and reflect upon different strategies to solve conflicts, demonstrating their ability to operate knowledge having in mind all the factors that affect interaction in relationships, as suggested by Byram (1997).

2.2.3 Narrative texts.

Considering that writing stories is an opportunity to interact and experience culture in a different way, participants may reflect upon different cultural aspects that somehow expand their world vision. Narratives are stories in which individuals very often tell about experiences that reflect the way they perceive the world (Linde, 1993). This kind of texts also may depict the individual's capacity to communicate their feelings in relation to life issues and stand their viewpoints in a critical way (Webster & Mertova, 2007). Likewise, creation of narrative texts as extended writing projects (Kearney, 2010) requires students to take advantage of cultural aspects. This is a strategy to set a cultural immersed classroom where it is possible to promote understanding of different perspectives regarding culture. For this research study, the narrative texts used with the literature circles provided the cultural input since characters of stories could draw the social context that students needed. Narrative texts for storytelling gave account of the cultural context students were immersed in, which at the same time, helped teachers to get a better understanding of the learners' background.

2.2.3.1 Literature circles.

Literature circles (Daniels, 2002; Furr, 2004) are mini-discussion groups, where participants choose a book, tale, poem, or article and read it within a period of time. In the context of literature circles, peer interaction and clear roles among learners are vital to develop the different cycles these can have. To carry out a literature circle in the classroom, students must

have specific roles, and all of its members must share their ideas and opinions regarding the text they read.

For classrooms, it is also important to consider three aspects when developing a literature circle. First, discussions about the topic must be as free and natural as possible; second, the teacher acts as a guide during the process; and finally, evaluation is developed by the teacher's observations and students' self-assessment. For these reasons, literature circles have become a powerful tool that teachers have been implementing in the context of English teaching as a mother tongue to help students become more responsible towards reading and share ideas accordingly. Consequently, ESL and EFL teachers need to adopt this tool to promote learner-led interaction (Long, 1985), cooperative learning, problem solving strategies to improve reading comprehension skills (Spada & Lightbown, 2010) and to raise students' motivation towards reading in a foreign language (Furr, 2004; Carrison & Ernst-Slavit, 2005; Chiang & Huang, 2005; Li, 2005; Lynch & Mendelsohn, 2010).

In addition, this is a good tool to make students reflect on themselves and encourage them in the process of decision making. Literature circles allow students to evaluate their choices change as individuals in a collective way (Mills & Jennings, 2011). As learners reflect, they are also able to express themselves and share their opinions with their peers; in this sense, learners have more opportunities to improve their language and fluency (Richards, 2006; Yeh, 2007). Therefore, students' learning process can be more significant when they are involved in stress-free environments where they express openly. Moreover, as they work collaboratively to achieve the literature circle goal, they can gain meaningful background from others' viewpoints.

2.2.3.1 *Storytelling.*

Implementing innovative strategies with the purpose of encouraging the students in their learning process is sometimes a difficult goal to attain. Being the lack of motivation one of the most common issues that may affect any learning process, storytelling can be a meaningful tool that not only encourages students to learn in their English classes, but also fosters spaces where the learners meet the opportunity to discover themselves into the classroom, and somehow, beyond it.

Concerning this aspect, Pedersen (1995, p. 18) sets out that “a story session is a time to share feelings”. Additionally, Lipman (1999, p. 19) emphasizes that through stories students are able to “create their own mental images”, expanding their imagination ability step by step.

McDrury and Alteiro (2004) pointed out that storytelling is a particular experience for people to convey meaning when using the language to express specific characteristics of their own personality and the others’ in a real or imagined world. In this regard, it is important to provide opportunities in which learners can have a real contact with authentic English language learning experiences that goes beyond the artificial language used in the classroom (Pedersen, 1995).

When reading stories is introduced in the classroom, students select the stories, applying them one way or another to their own ethical concerns and lives (Eder & Holyan, 2010). Moreover, this tool triggers opportunities to work with peers, developing better relationships with classmates, learning to respect others’ viewpoints, attitudes and behaviours (McDrury & Alteiro, 2004).

This strategy contributes somehow to conceive life from a different perspective since students are able to discover the importance of living and accepting the reality and different life

scenarios human beings live; thus, students embrace their context and value the culture they are immersed in and its diversity (Spaulding, 2011).

This research study also prompted participants to use storytelling as a tool to write short narrative texts in which they could reflect upon cultural aspects, make comparisons between their own and foreign cultures, and at the same time, acquire cultural knowledge. Additionally, the use of stories is an appropriate tool that has a significant influence in the way students build their own identity and recognise others and self.

Taking into account all the benefits, storytelling is a useful pedagogical tool to move learners towards English (Pedersen, 1995; Fitzgibbon & Wilhelm, 1998), providing an innovative and stress-free environment, that lower students' affective filter to learn and experience the language in a more natural and autonomous way (Fitzgibbon & Wilhelm, 1998; McDrury & Alteiro 2004).

Lastly, as learners are more motivated, they can be more independent (Murray, 2011) and consequently, take more control of their actions and behaviours when interacting with others (Littlewood, 1997). According to the vision of classroom presented in chapter four, this implementation aimed at developing a sense of autonomy related to the constant changes (Allright, 1990) that participants need to make in the way they interact with others, based on the cultural knowledge they may acquire.

2.2.4 Structure of observed learning outcome (SOLO) taxonomy.

SOLO taxonomy was originally invented by Biggs and Collis (1982). This is explained in terms of five levels of understanding that are useful to classify the quality of participants' data regarding the assessed items. These levels go from the lowest to the highest considering students' understanding of the topic.

At the pre-structural level, grasping information is non-existent; for that reason, it is impossible to organise it or even give sense out of it. At the uni-structural level, superficial connections are made, but the significance of the information is not achieved. At the multi-structural level, different meaningful connections are made and important understanding of the different topics is achieved. Then, at the relational level, integration and topics' significance is found, allowing appreciating the role of the parts taking into account the whole. Finally, the extended abstract level gives evidence of a more complete understanding where it is possible to make connections, generalize and relate to other topics.

It is important to have in the language classroom materials and approaches that allow teaching the culture through language to offer possibilities to enhance not only communicative competence, but to improve experiences and outcomes in relation to ICC (Spies, 2012; Mejía & Agray-Vargas, 2014). On the other hand, research studies have highlighted the importance of having a clear notion about what culture means before achieving intercultural competence to compare it to the own ways of life and in the light of the other language speaking community (Castañeda, 2012). Once students make connections between their culture and the foreign one, they are able to make critical analysis on cultural or social aspects or even to draw hypothesis of what they would do regarding a specific situation (Castañeda, 2012). For this reason, implementing SOLO taxonomy to evaluate learning outcomes regarding cultural competence can be an effective tool to measure and collect evidence about students' perceptions, understanding and progress in a more objective and concise way.

2.3 State of the art

2.3.1 Intercultural communicative competence (ICC).

Many research studies have used narrative texts or storytelling for giving evidence of cultural aspects in fields like psychology, clinical care, social studies, ethnology and /or science/social education (Taylor, 2013; Hung, Hwang & Huang, 2012; Prins, Stekelenburg, Polletta & Klandermans, 2013; Honeyford, 2013; Hunter & Eder, 2010; Nguyen, 2014; Sancho, 2014; Alsobrook, 2014; Thomas, 2014; Mejía and Agray-Vargas, 2014). However, relatively few studies have used reading and writing tools to do it especially for the development of ICC skills. For instance, the development of pragmatic competence and ICC were assessed using online exchanges when participants performed different discourses, evidencing their understanding of culture (Chun, 2011).

An example of the use of ICC for educational purposes is the study conducted by Karnyshev, Karnysheva and Ivanova (2014) to get evidence of the learners understanding and respect behaviours by means of surveys, regarding the uniqueness of values, and how these may reduce conflicts in some particular situations. Another example is Gómez (2011) who used oral discussion of authentic literary texts in EFL classrooms to promote critical thinking, enhance communicative competence and also provide intercultural knowledge about beliefs, traditions and values. Research in this field demonstrated that learners improved their ability to reflect upon the importance of being tolerant, the need to become open minded and the respect for other people. In addition, learners developed intercultural empathy toward harsh situations of other cultural groups.

However, ICC in these studies has not been proved to promote reflection on citizenship aspects like conflict resolution strategies and tolerance. Furthermore, learning and comprehension outcomes of ICC skills have not been measured by using SOLO taxonomy.

2.3.1 Narrative texts.

Narratives have been used in other fields such as psychology and linguistics to keep track of the identity construction (Thomas, 2014; Pavlenko, 2003; Pavlenko, 2008); in business to elucidate intercultural collaboration processes (Gertsen & Soderberg, 2011); and in health care to promote empathy and have better outcomes for understanding patients and health community in general (Moore & Hallenbeck, 2010). In the field of education, Ruano (2005) implemented narratives in combination with storytelling to analyse the development of cross-cultural competences, and the dynamics of power and culture in the context of a university level classroom. In the same sense, Yusun (2005) used narratives essay in English in a Korean university classroom to evidence the preference of these kind of text types when students were asked to demonstrate written discourse ability; the study proved that it was better for students to use their mother tongue when writing because learners were not trained enough to write in another language. On the contrary, for this research study, narrative texts were read and created by the participants taking advantage of literature circles and storytelling tools.

2.3.1.1 *Storytelling.*

Regarding the use of storytelling in the improvement of ICC in ESL contexts, research studies have proved the development of language skills, and also a raise of awareness on intercultural aspects such as behaviour to avoid possible cultural shocks. Similarly, this has aided at discovering differences in culture along the learning process to have a good command of cultural knowledge; and it has promoted students' critical thinking skills, self-acceptance and

acceptance of diversity to understand different cultures and their own cultural context (Logioio, 2010; Porras, 2010; Doganay & Maksut, 2013).

By the same token, storytelling has been studied in the field of narrative oral discourse to help learners gain deeper cultural views which allow students learning about social functions, being language the medium to share and build identity; to provide learners with input that scaffolds their learning process and facilitates stories' comprehension (Coffey & Street, 2008; Porras, 2010).

However, meanwhile storytelling has been mostly used in oral productions and studies described above were focused on the development of ICC in oral way, few studies have evidenced ICC skills in written way. For instance, Wu, Marek and Chen (2013) conducted a qualitative analysis study in a university English conversation course in Taiwan; researchers analysed students reflective essays after using video conferences with native speakers in USA and emphasized on critical thinking about cultural similarities and differences. Likewise, Hismanoglu (2011) carried out a study with 35 students ranged from 18 to 22 at the University of Lefke; some of them got formal education regarding ICC. Findings of this research evidenced that formal instruction on ICC grants better results in communicative and cultural skills.

Having the opportunity to work with storytelling in a written form can provide more concrete evidence regarding the students' understanding and apprehension of the studied topics than the one on oral discussions given the learners' conditions and level. In the same line, training students to use and reflect upon cultural aspects by sharing their personal experiences can make the process of language learning more meaningful, long-lasting and appealing for them.

On the other hand, in order to attain ICC awareness and knowledge, developing high order thinking skills is a must. The more cultural background an individual can have, the better he/she is capable of judging, comparing and/or contrasting. In this sense, Wu (2015) conducted a case study with four EFL college learners, who attended an intercultural communication course using reflective writing based on real cultural experiences as evidence of students' critical thinking skills regarding ICC aspects such as knowledge, skills and attitudes. The results of this research study showed that some of the participants became critical thinkers meanwhile others did not. For this reason, it is important that students get familiar with their own culture so they can understand better how other cultures are constituted and take informed decisions when interacting with others.

Taking into consideration studies developed, these have not evidenced ICC skills using written stories that involve fictional or real events as it is described in the current research study. In addition, they did not use the SOLO taxonomy to evaluate the participants' understanding in regards to different cultural aspects.

2.3.1.1 *Literature circles.*

As literature circles is a tool that takes advantage of readings and discussions developed upon different topics, like culture, it can provide an appropriate environment to foster knowledge-based societies. By using this tool, students can demonstrate a higher level of respect for others' thoughts, attitudes and behaviours.

In this regard, there are few research studies conducted using literature circles for the ICC fosterage. One example is Medina (2013) who used literature circles for educational purposes in EFL classrooms. She carried out a research study with a group of fourteen third graders enrolled

in a bilingual programme. Her study proved that reading stimulated social interaction and the use of language for communication.

Another example is the study developed by Thein, Guise and Sloan (2011) that used this tool to engage ESL students in discussions about political and multicultural aspects with tenth graders of a junior-senior high school in USA. They found that students were able to make real meaning of the situations presented in the story and listen to each other, being able to pose appropriate questions and develop their critical thinking. Finally, McCall (2010) used this tool at a university for pre-service teachers in a social studies class to help students to know similarities and differences among cultures, and current and historical events. She demonstrated that participants moved beyond the text to analyse characters behaviours and their social implications.

2.3.2 Structure of observed learning outcome (SOLO) taxonomy.

SOLO taxonomy has been used in different fields such as mental health, business and technology (Chan, Tsui, Chan & Hong, 2002; Shea, Gozza-Cohen, Uzuner, Mehta, Valtcheva, Hayes & Vickers, 2011). In the educational field, SOLO taxonomy has been used for different purposes, stances and subjects such as geography, maths, accounting or sciences (Jurdak & El Mouhayar, 2014; Braband & Dahl, 2009; Munowenyu, 2007; Hussain, Ajmal & Rahman, 2010; Smith & Colby, 2010; Lucas & Mladenovic, 2009). This taxonomy has been implemented to analyse the level of understanding of a topic in the students, measure the progression in a competence, set course objectives, analyse the quality of academic essays, grade and improve critical thinking skills.

In regards to the use of this tool in the educational field, Hussain et al. (2010) showed in their research study the importance of using this taxonomy to increase reliability and validity for

grading among 360 teachers. Findings included teachers' reflections regarding the importance of using appropriate outcome scales to facilitate the students' learning processes and understanding. Similarly, another important contribution in this field was done by Smith and Colby (2010).

They used the SOLO taxonomy to increase critical thinking, reading, writing and comprehension since it is helpful to communicate teachers' expectations regarding students' outcomes. Findings demonstrated that teachers were not prepared to use this taxonomy to foster deep learning and suggested the use of purposeful examination tools in order to improve students' outcomes and performance. Although, many research studies have been done, there is no evidence of the use of SOLO taxonomy to measure learners' outcomes in EFL classrooms and much less for measuring the students' outcomes in regards to their ICC skills development. Hence, using SOLO taxonomy can help teachers to improve students' performance and keep track of their progress. Furthermore, this taxonomy can help teachers to plan better their classes and evaluation criteria.

2.4 Conclusion

The methodology for teaching English as a foreign language has radically changed over the last years. Therefore, educational challenges for English teachers are evident, as they have to propose strategies that engage students and, at the same time, consider their active and relevant role in the process of language learning. EFL needs to include culture as an important and active part in language teaching that has to be taught in meaningful contexts for learners, where the main objective should be interacting and communicating with others (Kramsch, 2001).

Research studies and literature review above mentioned regarding the use of narrative texts, storytelling and literature circles for the fosterage of intercultural competence have demonstrated that the inclusion of cultural topics in the EFL classroom help students to explore

other cultures and be aware of the importance of accepting diversity and getting to know the self and the others.

For that reason, the current research study aimed at applying storytelling for expressing ideas in relation to cultural topics in written form using narrative texts, in contrast to the previous studies that focused on oral narrative. Thus, a pedagogical strategy needed to be designed to get evidence of ICC in terms of the recognition of cultural diversity, the self, tolerance and conflict resolution aspects; as well as, to demonstrate ICC through pieces of writing participants created on their own and that were assessed by teachers using SOLO taxonomy, as it is explained in the next chapters.

Chapter 3: Research Design

3.1 Introduction

Studies regarding ICC have shown the efficacy of using storytelling and literature circles tools to teach and let students be more aware of different cultural aspects. This research study used narrative students' creation as a way to evidence their understanding on these topics and the effectiveness of the implemented tools to provide input to the students so that learners could reflect on their cultural competence. Different instruments such as artifacts, logs, a final questionnaire and narrative stories were used to collect data in different stages of the implementation (before, during and at the end) and to analyse the implementation effectiveness.

3.2 Type of study

This research study was conducted under the principles of collaborative action research, as this is a helpful tool for teacher-researchers to get a deeper understanding of issues that are part of their daily concern. In this case, three teachers from different schools and contexts decided to use the same methodology to find out the best strategy to introduce ICC in the English classroom.

Action research is a methodology that follows a systematic process, combining action to promote changes in a community to increase understanding on the part of the researcher by intervening in a deliberate way. One of the main aspects of this type of research is that it points out the necessary changes on social situations by implementing problem solving and collaboration (Burns, 1999). Thus, this research study was possible as the group of researchers cooperated to explore a question of mutual interest through cycles of action, experience, reflection and critical thinking to comprehend a particular phenomenon regarding cultural awareness and in general, the recognition of ICC skills (Burns, 2010; Wallace, 1998).

This process required from researchers an open-mind and flexibility towards the decisions taken to test ideas about education so that theory based on actual experience could be built following the cycle of planning, acting, observing, and reflecting as proposed by Burns (2010).

3.3 Context

This research study was carried out in three public schools: José Joaquín Casas, Jaime Pardo Leal and El Porvenir in Bogotá, Colombia. These have different levels such kindergarten, primary and high school. Their mission focus on educating competent citizens able to build their life projects who have an impact on their communities. Regarding their visions, these are interested in promoting students who participate actively in the social and cultural transformations of Colombian society.

In terms of the English curriculum, although schools follow the Common European Framework of Reference for Languages (CEFR, 2011) and the standards adopted by Secretaría de Educación Distrital (SED), the English classes follow different approaches. José Joaquín Casas and Jaime Pardo Leal implement Content Language Integrated Learning (CLIL). For example, students study topics like, literature and environmental issues. In case of El Porvenir, students follow a communicative approach, thus they are guided to use the functions of the language to be competent in the different skills. Similarly, all schools aim at including meaningful communicative activities, cultural aspects and critical thinking in their curricula and syllabi that allow learners to comprehend local and global situations, and communicate effectively. Finally, English classes in Jaime Pardo Leal and Porvenir are three hours per week and in the case of José Joaquín Casas, students attend three additional hours as part of the classes in the immersion room in the opposite shift.

3.3.1 Participants.

Participants for this research project were 75 tenth graders ranged from 15 to 17 years old. Selection of participants of the same grade was done to have homogeneity in terms of age, grade, interests, skills and cognitive development. Based on the CEFR (2011) standards, researchers classified students' English level as B1 since they were able to understand familiar themes and produce simple connected texts to describe fictional or real experiences and events.

Furthermore, these learners were characterized by an interest for getting closer with new knowledge, topics and experiences. However, bearing in mind the difficulties of public schools in terms of students' attendance, teacher-researchers used the purposive sample method to choose the population to work with. In this case, the sample is chosen with specific purposes on the basis of the researchers' judgement, as a response of their specific needs (Cohen, Manion & Morrison, 2007). The criteria to select the subset of participants were based on completeness of the process and activities to guarantee that information collected was not biased. As a result, 15 participants were chosen, 5 per school.

Cognitive learners' profile included constant inquiry about different topics; they were able to analyse, judge, organise information, and make abstractions. Learners were creative and curious. These characteristics are in accordance with the analysis performed for the development of the curricula of each school as established in the "Lineamientos Curriculares" document (MEN, 1999).

Regarding their social needs, students liked to work in groups and have discussions about the topics they were interested in. These students were discovering their own identity, and the sense of self-awareness and self-management. They were increasing their potential to

comprehend different daily life situations which made them solve their problems in a practical way.

In regards to their affective needs, these learners were sensitive and became more independent; they were able to take a clear stance in relation to different situations. As a result, they needed to be exposed to a suitable learning environment in which they could feel free to experience English language and develop each task effectively. Moreover, these students seemed to benefit from the teachers' positive feedback when they developed willingness to communicate their ideas in the foreign language. This had a significant impact on their self-esteem, being an important aspect in any academic achievement (Brown, 2007).

Regarding their abilities with the language, students were able to understand the complete class in English. They had the necessary vocabulary to understand topics related with culture and to understand short tales when reading them. Speaking was one of the skills that the students needed to work more on since they did not feel very comfortable when using the language, mainly, due to their pronunciation problems. Lastly, they were able to convey meaning although they had some problems to write in a coherent way; they felt confident expressing their ideas creatively through this skill.

3.3.2 Researchers' role.

In this research study, teacher-researchers also played the role of participants observers. According to Cohen et al. (2007), observers are involved in all activities they plan to observe. Participants observers became part of the group, collected data and kept track of the process for research purposes. Furthermore, for this research study teacher-researchers acted as mediators between the knowledge and how it is put into practice (Kramsch, 2015).

In addition, teacher-researchers should think and value what is truly meaningful in the classroom, being more committed and seeing teaching practice in new ways to have somehow different results to improve teaching techniques. As a consequence, teacher-researchers should promote collaborative work with the purpose of advocating solutions to their contexts, increasing self-awareness and one of the most significant, transforming teaching practices (Freeman, 1998).

3.3.3 Ethical considerations.

Ethics is a key aspect that action research takes into account when carrying out an investigation. It is important to consider the influence teacher-researchers may have on students' viewpoints (Banegas & Villacañas de Castro, 2015) in relation to critical topics that involves behaviours and attitudes when dealing with ICC matters and to the teaching practice itself. As stated by Burns (1999), collaborative researchers that are conducting action research must follow the principles of *confidentiality*, *responsibility* and *negotiation*. Regarding confidentiality, participants' identity was protected by using numbers (for example, S1). In terms of responsibility, researchers used a consent letter (see Appendix A), asking for permission to the principal and parents to implement the research study and to collect specific data. On the other hand, in relation to negotiation, from the beginning of the process, the students were notified that their participation in the research study would not affect their grades in the English class. In the same sense, researchers from the three schools agreed to follow the same ethical considerations and procedures established for the current study. Finally, specific data analysis techniques and methods were used when developing and implementing data collection instruments to tackle the bias issue.

3.4 Data collection instruments

Data collection instruments were designed to gather qualitative information in regards to students' reflections upon different topics such culture, tolerance and conflict resolution through artifacts, logs, narrative stories and a questionnaire. These instruments allowed researchers to evaluate and analyse the impact of literature circles and storytelling in the participants' ICC skills recognition. In addition, those instruments provided reliable information to be analysed afterwards, and that allowed researchers to triangulate data and avoid bias.

3.4.1 Description.

3.4.1.1 Artifacts.

Artifacts are instructional materials employed by researchers to facilitate students' learning (McGreal, Broderick & Jones, 1984). These instruments allowed students to give an account of perceptions regarding different cultural aspects. For this research study, artifacts were worksheets, study guides and problem sets that were used to keep track of the participants' interpretations of different discussed topics. In this study, artifacts (see Appendix B) were applied during the orientation sessions and provided evidence of the participants' critical thinking skills like comparing and contrasting information, evaluating and judging situations, and proposing strategies to solve a problem.

3.4.1.1 Learning logs.

Learning logs are sample evaluation activities where learners keep a record of their learning progress (Chamot, 1998). Logs are commonly used to evaluate strategies and talk about strengths and weaknesses. In this research study, learning logs (see Appendix C) were used to record the participants' reflections about the content being studied and to express personal

feelings or impressions upon cultural topics. These were applied at the end of each stage of the pedagogical intervention and provided information about students' feelings, knowledge and thoughts regarding their learning experience and ICC skills when being in contact with other cultures.

3.4.1.1 Stories.

Stories are students' accounts that allow looking at past, present or future events through the participants' eyes to evaluate their intentions and interpretations of complex settings and their way to interact in different situations (Cohen, et al., 2007). In this research study, participants expressed themselves about their cultural context and perceptions (Bauman, 1986; Bruner, 1986) through narrative stories (see Appendix D). These stories were developed at the end of each cycle (see Chapter 4 for further information).

3.4.1.1 Questionnaires.

Questionnaires are very useful instruments to gather data, providing specific structured information; these consist of open-ended or closed questions or items that measure facts, attitudes, or values and can be administered without the researcher presence. The use of this instrument in this research study was focused on collecting information by applying open questions. Open questions (Cohen et al., 2007) allowed the researchers to get information about the participants' insights, avoiding biased responses. The questionnaire (see Appendix E) was applied at the end of the process and aimed at collecting factual, behavioural or attitudinal data to evaluate students' background, experience, actions, attitudes, opinions, beliefs, interests and values during the research study (Burns, 2010).

3.4.2 Validation and piloting.

Bearing in mind, the necessity to be familiar with students' interests, the researchers applied an open survey (see Appendix F) in the needs analysis stage. The results provided by this instrument showed the students' curiosity to learn about other cultures and countries. Furthermore, they were interested in having the possibility to listen to other English speaker (not only the teacher), and most of them recognised the importance to use different language aspects as a way to improve their knowledge.

Once having analysed those results, a pedagogical strategy was proposed to attain to students' needs. During the pedagogical implementation, three different instruments to validate data were used during the three cycles suggested for the implementation. Each cycle had an orientation, literature circles and storytelling stage. During the orientation stage, different artifacts were designed considering topics such culture, tolerance and conflict resolution. Then, participants were required to develop some activities to get familiar with cultural aspects in the literature circles stage, getting the necessary input to participate appropriately in further activities. After that, the creation of narrative stories, as evidence of ICC recognition, was utilised as a strategy to help students being more critical and analytical based on the cultural situations they were involved in. Learning logs were applied at the end of each cycle.

At the final stage of the study, a questionnaire was applied to evaluate the participants' perceptions of the methodology used, the themes' appropriateness and the importance of making the inclusion of ICC in the English classroom.

Lastly, this research study had internal validity and integral reliability since the same instruments were applied at the same time in three schools with different population. By the same token, triangulation was achieved through different sources of data collected by using the

instruments above mentioned, which made it possible for researchers to find patterns, frequencies and possible changes regarding the pedagogical implementation. These data collection instruments were piloted with researchers' peers' help, in order to avoid any misleading or unclear questions and confusing terms for the students.

3.5 Conclusion

This was a small scale qualitative research study design which was characterised by being a systematic collaborative action research project applied in the context of three public schools in Bogotá, Colombia. The research design allowed researchers to plan a pedagogical intervention having in mind some ethical considerations to tackle tenth grade students' needs and to get evidence on their learning process regarding the development of ICCs skills. Hence, data collection instruments, described in this chapter, were applied step by step as it is illustrated in chapter 4.

Chapter 4: Chapter Four: Pedagogical Intervention and Implementation

4.1 Introduction

Implementing writing narrative texts as a strategy to help students in the recognition of ICC and to encourage them to produce language (Ur, 1996, p. 162) provided a suitable learning environment to get in contact with different cultural aspects. In this chapter, the visions about language, learning, classroom and curriculum are explained. In addition, the timeline which shows the number of weeks the implementation took place, stages, objectives, activities, the time for each didactic unit, materials and data collection instruments utilised during the process, is included. These instruments allowed the researchers to get evidence of ICC skills in the participants.

4.2 Visions of language, learning, and curriculum

4.2.1 Vision of language.

Language allows building a world vision through the interaction with other possible worlds. Beyond the structure, language permits to get across ideas, feelings and cultural background. It is also a means to inform, convince and mediate diverse points of view with other people (Byram, 1997).

Learners are members of a discourse community, being language a medium to share culture (McKay, 2002), which enable them to use their competences to communicate either in L1 or L2, taking into consideration the context as an important factor. However, learners may demonstrate their understanding of the L2 in their L1. Therefore, language is considered as a resource for meaning and not a set of rules (Halliday, 1994). In this sense, it can be possible to use language for different communicative purposes, in regards to its functions and specific situations (Harmer, 2004, p. 165). Consequently, language in the classroom must be adjusted to

allow learners to use it effectively by building language communities in which they can make connections among people's culture and society.

For this research study, language is conceived as a way to reflect about experiences and to achieve understanding with the purpose of interacting, a way to share beliefs about cultural aspects and a way to express identity as citizens in a globalised environment (Vygotsky, 1986; Byram, 1997).

4.2.2 Vision of learning.

Learning is a social construction in which students participate actively to build knowledge within a social context. Cultural aspects scaffold this process in collaborative and interactive environments (Brown & Ferrara, 1985). Therefore, students need to have experiences with different cultural contexts that let them build new knowledge in a consistent and positive way (Walqui, 2006). One of the main foundations of learning is interaction since this can be transformed through the social practice (Vygotsky, 1978).

For the purposes of this research, learning to know, learning to do, learning to be and learning to live together were fundamental. However, the last two components were the key to encourage students to discover themselves while they could strengthen their identity, value culture and gain more insights about others. In addition, they could reflect on different situations and analyse them from different perspectives, taking a stance and assuming an action oriented behaviour that allowed them reduce tensions and solve conflicts in the different social practices they might be immersed in (UNESCO, 1997; MEN, 2004). In the same line, learners could demonstrate knowledge about other cultures and their curiosity for learning more about them autonomously.

4.2.3 Vision of curriculum.

Considering the teaching contexts, it can be said that the three teachers worked under the constructivist foundations (Vygotsky, 1986; Ausubel, 1963) in which learning has to be meaningful, knowledge is built from previous knowledge and discovered to solve problems. Constructivism model is learner-centred and therefore, learning is socially constructed. When using this model, learning implies an effort to change from the actual development zone to a zone of proximal development (ZPD) by means of socio-cultural interaction and collaborative learning.

This research study focused on finding evidence on the participants' recognition of intercultural communicative competence by means of short written stories. In this sense, researchers wanted to foster critical thinking skills in the students by making them compare and contrast their near contexts and experiences, as a group or individuals, in relation to other cultures. Similarly, this study also aimed at developing their capability to decide and act in a constructive way which in turn, helped them to grow and feel empowered to transform their social contexts.

For this reason, the humanist model and the emancipator curriculum vision (Rogers, as cited in Smith, 2012; Freire, 1993) were adopted. According to the humanistic model, learning has to be meaningful and give opportunities to construct the self. In fact, decision-making activities, considering the positive sides of each situation, should be an essential aspect for the fosterage of personal growth. On the other hand, the emancipator curriculum is mainly focused on teaching different thinking skills so that learners are more interested in the content rather than in the form itself. The use of these models helped the researchers to provide students with

opportunities to take a clear stance, evaluating and judging different common life situations that empowered them to transform their realities.

Finally, bearing in mind that one important aspect of this research study was to develop critical thinking and understanding the reality, students had to play an active role inside the classroom as the researchers' main concern was how storytelling provided evidence of the students' intercultural communicative competence awareness.

4.2.4 Vision of classroom.

The foreign language classroom is a place to interact collaboratively in order to communicate, achieve a common goal and develop social skills in a meaningful context, by taking advantage of comprehensible and diversified input (Dai, 2011). Therefore, the teacher acts as facilitator and creator of an environment where the students work together empathetically to solve real life problems (Johnson & Johnson, 1999), so that learners feel confident interacting with others and using the language learnt in the classroom.

Additionally, a foreign language classroom needs to encourage learners to have contact with the outside world (Krashen, 1982) to comprehend different cultures and raise, somehow, their awareness and understanding of human beings' differences, becoming more tolerant and opened minded. Considering these aspects, the classroom might be a space where different thoughts, experiences, ideas, beliefs, and behaviours can be intertwined to learn how to be better and productive citizens.

Since students worked with the literature circles and storytelling tools, described in chapter 2, and taking into consideration the above explained, the classroom vision was based on cooperative work where students assumed specific roles, monitored themselves and supported each other for achieving common and individual goals through interaction (Johnson, Johnson &

Hobulec, 1998). These tools promote creativity in the classroom and help to contextualise the language practice (Dema & Moeller, 2012).

4.3 Instructional design

4.3.1 Lesson planning.

The intervention and lesson planning were applied in three cycles. These combined literature circles and storytelling tools. One of the reasons for the selection of these two tools was the need to apply an ICC model (co-orientational model as explained in chapter 2), which worked with comprehension outcomes on intercultural interactional processes.

For the development of each cycle, orientation sessions were considered to help participants in the comprehension of basic cultural concepts (see Appendix G). Literature circles were the means of providing the comprehensible input which enabled learners to analyse, compare, contrast and take a stance regarding cultural aspects that appeared in the stories they read. These stories helped them to raise awareness of the differences among cultures, the importance of being tolerant towards the others and the recognition of their own identity. Storytelling was the tool that allowed students to give written evidence of their concepts' understanding while they had the opportunity to create fictional or real stories, reflecting upon topics such as culture, tolerance and conflict resolution. This tool demonstrated the development of the learners' critical thinking skills, intercultural competence and the ability to get across messages.

4.3.2 Implementation.

The pedagogical intervention was carried out on the second semester of 2014 starting on July and finished on November 15 according to the action plan, but with a different timeline due

to particular situations in the three public schools. The implementation was divided in three stages or cycles that took 27 hours, as shown in Table 1.

WEEK	STAGE	OBJECTIVE	ACTIVITIES	T	DATA COLLECTION INSTRUMENTS
1	Session one: Orientation: Introduction (to see a lesson plan model see Appendix H)	Contextualizing: What is culture?	Bingo game with concepts and vocabulary about culture. Colombian culture contextualization.	90 min	Artifacts
	Session two: Introduction	Comparing and contrasting cultures.	Video about Kakuma's culture. Comparing and contrasting with Colombian culture.	90 min	Artifacts First learning log entry
2	Session one: Modelling literature circles roles and discussing situational cards.	Model literature circles. Know of self and others. Explore different readings and countries.	Workshop: Training roles. Situational cards for recognizing the self and the others. Literature circles groups' creation and roles election. World stories web site exploration.	90 min	Artifacts
	Session two: Orientation	Reflect about different cultural behaviours to understand diversity. Develop new perspectives through comparison and contrast.	Compare and contrast cultures.	90 min	
3	Session one: Orientation	Reflect on how to avoid cultural misunderstanding. Interpret aspects from other cultures.	Watching a video regarding ways to offend people in other cultures.	90 min	
	Session two: First literature circle (to see a lesson plan model see Appendix I)	Interpret aspects from other cultures and compare them to their own culture.	Development of the first literature circle having in mind the chosen roles.	90 min	

Table 1 Implementation Chart (*table continues*)

4	Session one: First Storytelling cycle (to see a lesson plan model see Appendix J)	Create narrative texts by using Storybird web tool exploration.	Writing the first story including the topics: Culture and Identity.	90 min	Narrative texts
	Session two: Reflection and Assessment	Empathizing with others, learn from the difference. Evaluate the process.	Group work to discuss cultural differences and the impact on relationships.	90 min	Artifacts Second learning log entry
5	Session one: Orientation	Evaluate own tolerance levels.	Watching a video to discuss tolerance levels in different everyday life situations.	10 min	
	Session two: Second Literature circle	Evaluate own tolerance levels.	Development of the second literature circle having in mind the chosen roles and the discussed topics.	90 min	
6	Sessions one and two: Second Storytelling cycle Assessment	Create narrative texts by using Storybird web tool exploration. Tolerance: Considering ideas different from my own ideas. Evaluate the process.	Writing the second story including the topic: Tolerance	90 min	Narrative texts Third learning log entry.
7	Session one: Orientation	Establish appropriate conflicts' resolution strategies.	Discuss the definition of conflict. Reflect upon why conflicts happen. Show different tools to solve conflicts.	90 min	
	Session two: Third literature circle	Establish appropriate conflicts' resolution strategies.	Development of the third literature circle having in mind the chosen roles and the discussed topics.	90 min	

Table 2 Implementation Chart (*table continues*)

8	Sessions one and two: Third Storytelling cycle Assessment	Create narrative texts Storybird web tool exploration. Internalize common and personal perceptions about conflict resolution. Evaluate the process.	Writing the third story including the topic: Conflicts resolution	80 min	Narrative texts Final learning log entry
9	Session one: Closing	Evaluate the process.	The students had to choose a topic and apply it to a real case context. Show this topic in a creative way. Questionnaire	90 min	
	Session two: Closing	Evaluate the process.	Filling out a questionnaire aimed at evaluating the usefulness of the whole implementation.	90 min	Questionnaire

Table 3 Implementation Chart

The first week (session one), aimed at contextualizing the participants about what culture means and implies. Participants were asked to play bingo in order to approach to basic concepts of culture. They were required to watch a video of Pier, 2012, September, 14 about the richness of Colombia. Then, they read a text about different cultural topics of Colombia and they were prompted to fill out a diagram. Finally, participants looked at images of the Colombian regions and were asked to establish a parallel with the similarities and differences they observed by using a map. For the second session, participants were asked to develop a workshop based on Kakuma's culture video of Elkhider, 2009, October, 23, that aimed at comparing and contrasting their culture with the one of an African community.

In the second week (session one), the main literature circle roles were introduced. Roles were modelled by using a short story. In addition, participants had to discuss about simple real life problems by using situational cards that aimed at recognizing themselves and the others.

Participants were invited to create the groups, agree on the roles that each one wanted to perform and visit the *World Stories* web page (n.d.) to find the countries and stories they were going to read. For the second session, participants had to reflect upon different cultural behaviours of Japanese and American people to make them comprehend the value of diversity.

In the third week (session one), students observed a video of Alltime10s, 2012, June, 6, regarding 10 ways to offend people in other countries, which aimed at reflecting upon how to avoid cultural misunderstandings. In session two, based on the input and the training, participants were asked to perform the chosen roles for the first literature circle.

In the fourth week, (session one), participants were trained at using *Storybird* web page (n.d.), a virtual place to create their own stories, taking advantage of the environments provided by the virtual tool. Participants had the opportunity to create their stories, including topics of culture and identity. In session two, participants reflected on how cultural differences affect communication, relations, behaviours, attitudes among people and identities.

In the fifth week (session one), after having seen a video of Pilavos, 2012, December, 18, students had to reflect upon tolerance, their own levels of tolerance and specific situations that were part of their daily lives. In the second session, they were invited to follow their roles for the second literature circle.

In the sixth week (session one and two) participants created their second story having in mind the topic of tolerance.

In the seventh week (session one), participants were asked about their previous knowledge regarding the concept of conflict. Then, they were provided with some dictionary definitions (see Appendix K). After that, there was a discussion based on the most common problems that people face. Participants were given conflict resolution strategies useful for their

own context and daily experiences (see Appendix L). In the second session, they were asked to develop the third literature circle following their roles.

In the eighth week (sessions one and two), they had the opportunity to write their third story, including the conflict resolution topic that aimed at internalizing common and personal perceptions about the theme.

In the ninth week (session one), participants were required to choose one of the three topics studied to wrap up what they had learnt and applying it in a real life case by using a creative way to show it to the class. In the second session, they filled out a questionnaire to evaluate the usefulness of the whole implementation.

Finally, participants had to reflect on each topic when they completed each literature circle and storytelling phase by using logs.

4.4 Conclusion

This chapter described the different visions of language, learning, classroom and curriculum that guided the researchers to make informed decisions about the planning for the pedagogical intervention to get evidence of the recognition of students' ICC skills.

The implementation was intended to help the students recognise and understand the differences between their own culture and other cultures and thereby to gain insights into their own identity, the other individuals, beliefs, values, and in general, attitudes towards cultural aspects. In addition, it helped them to make their voice heard by sharing their ideas with others.

With this pedagogical intervention, participants used reading as a tool to know others, broadened their world vision, analysed the different cultural perspectives they found and applied them to become more tolerant and respectful as they comprehended better the differences among human beings. Furthermore, they utilised technology to tell their own stories and experiences, as

a result of the learning environment created by the researchers after using the literature circles and storytelling tools.

During the implementation, instruments described in chapter 3 were used to collect data that allowed researchers to obtain information to analyse its impact on the students' ICC skills, demonstrated through the writing of narrative texts as it is discussed in the next chapter.

Chapter 5: Results and Data Analysis

5.1 Introduction

This chapter describes the implemented method and the procedures to analyse data used in this research study. It also includes the techniques used for data management, data reduction, data analysis and validation processes for triangulation purposes, according to the principles of the grounded theory approach (Corbin & Strauss, 2008) and the SOLO taxonomy (Biggs & Collis, 1982). Those approaches helped to evaluate systematically the qualitative data obtained from the pedagogical intervention, based on the analysis of the different levels of students' understanding.

In addition, it describes the coding processes followed to outline the categories, subcategories and core category that provided significant information to answer the research question which aimed at analysing the students' ICC development reflected on narrative short texts.

5.2 Data management procedures

During the implementation, data was collected utilising the instruments described in Chapter 3. Initially, students completed in paper instruments such as artifacts, learning logs and the questionnaire and wrote digitally their stories. Then, teacher-researchers organized the information of these instruments in a MS Excel TM matrix (see Appendix M) and labelled accordingly in spreadsheets. This was done to facilitate their analysis and understanding. Likewise, codes were assigned to each participant (for example, S1) to maintain their confidentiality.

5.2.1 Validation.

The researchers collected samples from 75 participants from the three schools, but only 15, that is, 5 from each school, were selected as they were the only ones who completed the whole process. However, the amount and quality of the data collected allowed studying it in depth. Triangulation processes were assured by using information from different sources (Burns, 1999). First of all, artifacts provided information in regards to participants' reflection about the input they were receiving during the sessions. Second, stories evidenced students' understanding of the different topics, taking into consideration their own contexts and life experiences through writing. Third, logs provided the opportunity to corroborate students' comprehension of different cultural aspects they were exposed to. Finally, the questionnaire allowed analysing the impact of the methodology, topics and learners' possible changes towards their own lives in terms of attitudes and behaviours regarding culture.

For the purpose of analysing all data provided by the instruments, the SOLO taxonomy was applied. As a result, researchers identified the patterns, codes, categories, subcategories and core category that emerged to solve the research question.

5.2.2 Data analysis methodology.

For analysing the information, three stages proposed by grounded theory: Open coding, axial coding and selective coding were applied. In the open coding stage, SOLO taxonomy (Biggs & Collis, 1982), explained in chapter two, was used to find codes and patterns (see Appendix M). In this case, colours to identify the different levels were assigned, as follows: Purple for pre-structural (the student does not understand the concept); orange for uni-structural (the student understands the concept but just repeats the information given by the teacher); red for multi-structural (the student understands the concept but finds difficult to make connections

between the topics); light green for relational (the student makes connection with the topic and other topics); and light blue for extended abstract (the student proposes something regarding the concept or situation studied). All instruments were analysed under these criteria and colour coded accordingly.

In addition to this, instruments were classified taking into consideration the most important factors when teaching and assessing culture (as described in chapter 2). Thus, their typological analysis (Cohen et al, 2007) and allotment was done by applying two methods, SOLO taxonomy and cultural dimensions. The previous process also allowed researchers to reduce data in a more accurate and objective form.

These methodologies provided the codes shown in Table 2 that aimed at responding the research question.

RESEARCH QUESTION	
What happens to intercultural communicative competence when storytelling to implement the writing of narrative texts is used with B1 EFL tenth-graders?	
Coding Stage	Outcome
Open Coding	<p>Main category 1: Knowledge Subcategories</p> <ul style="list-style-type: none"> • Cultural Awareness • Cultural Knowledge <p>Main category 2: Attitudes Subcategories:</p> <ul style="list-style-type: none"> • Value to cultural diversity • Respect <p>Main category 3: Behaviour Subcategories:</p> <ul style="list-style-type: none"> • Effective communication • Action oriented • Flexibility <p>Main category 4: Skills Subcategories:</p> <ul style="list-style-type: none"> • Interaction • Communication • Empathy • Evaluate perspectives • Citizenship • Tolerance • Analyse consequences • Cognitive flexibility • Adaptation <p>Main category 5: Identity Subcategory 5:</p> <ul style="list-style-type: none"> • Self-concept
Axial Coding	<p>Main Category 1: Demonstration of cultural awareness by understanding and analysing culture. Subcategory 1: Attitudes and behaviour.</p> <ul style="list-style-type: none"> • Respect for the other. • Action oriented behaviour in problem solving. <p>Main category 2: Evidence of the use of ICC skills through writing. Sub category 2:</p> <ul style="list-style-type: none"> • Effective communication through interaction. <p>Sub category 2:</p> <ul style="list-style-type: none"> • Cognitive flexibility. <ul style="list-style-type: none"> • Capability to adapt thinking. • Analysis and evaluation of situations. <ul style="list-style-type: none"> • Signs of tolerance. • Demonstration of empathy. <p>Main Category 3: Demonstration of a sense of knowledge and identity. Subcategory 3:</p> <ul style="list-style-type: none"> • Recognition of the self-concept.
Selective Coding	<p>Core category: Narrative texts to evidence the recognition of cultural awareness, cultural skills and identity perceptions in ICC.</p>

Table 4 Categories and Subcategories in relation to Research Questions and Constructs

Although a rubric was used to identify patterns regarding written structure, content, coherence, vocabulary and accuracy in students' short stories, this research study was focused on content about students' understanding through writing, rather than on the form of the stories (see Appendix D). The analysis of this rubric allowed the researchers to demonstrate that despite of

the low writing level, participants could communicate their ideas and provided evidence on their ICC performance.

5.3 Categories

5.3.1 Introduction.

Reading and analysing raw data allowed finding out concepts and patterns to narrow the scope of the research into codes. These codes were grouped into categories that worked to find the core category which is the base of this theory (Corbin & Strauss, 2008). For the identification of categories, the relational and extended abstract levels of the SOLO taxonomy were considered during the analysis of the instruments since they evidenced students' higher understanding of the topics presented during the implementation.

5.3.1.1 *Category mapping.*

Open coding was the first stage for classifying and organizing data (see Figure 1). For this organization, the conditional/consequential matrix strategy (Corbin & Strauss, 2008) was used, since it allowed to store information in one place, and to identify codes, patterns, concepts and relations among them. This was done by using the assigned colours of the SOLO taxonomy explained above.

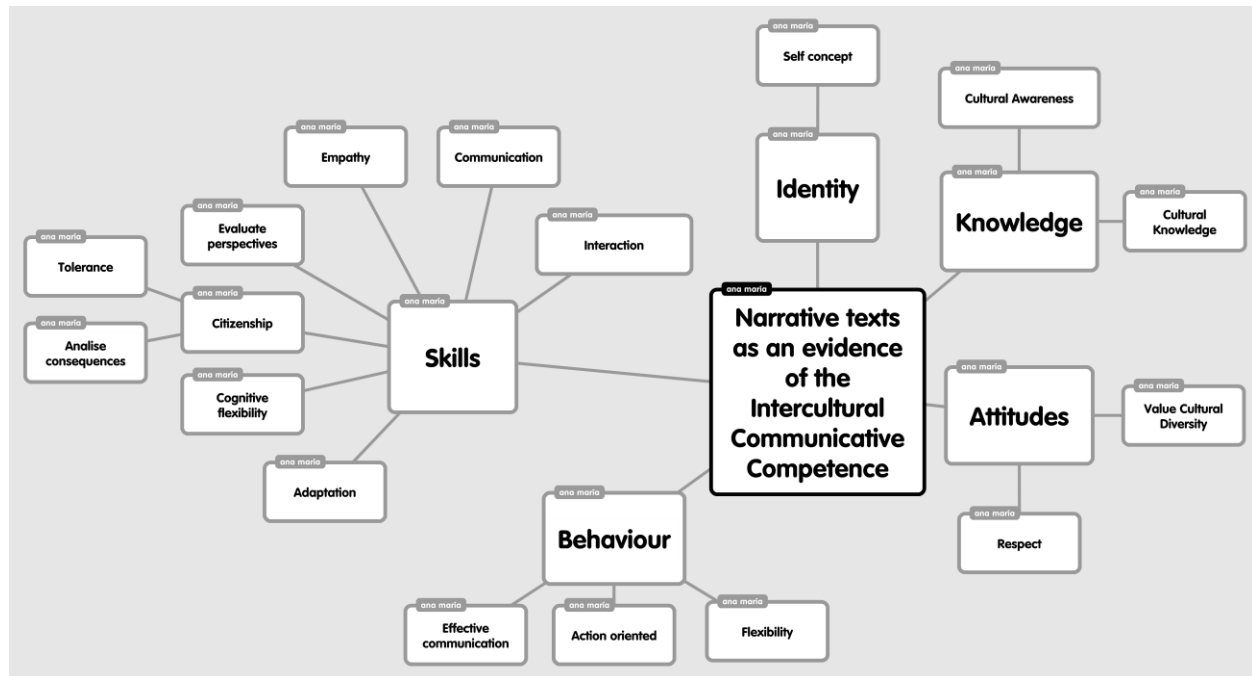


Figure 1 Open coding

After that, axial coding was applied (see Figure 2). As stated by Cohen et al. (2007), the axial coding stage allows researchers to find the relationships among the different codes and patterns which provide the analysis of categories and subcategories. Researchers found three main categories: *Demonstration of cultural awareness by understanding and analysing culture*, *Evidence of the use of ICC skills through writing*, and *Demonstration of a sense of knowledge and identity*.

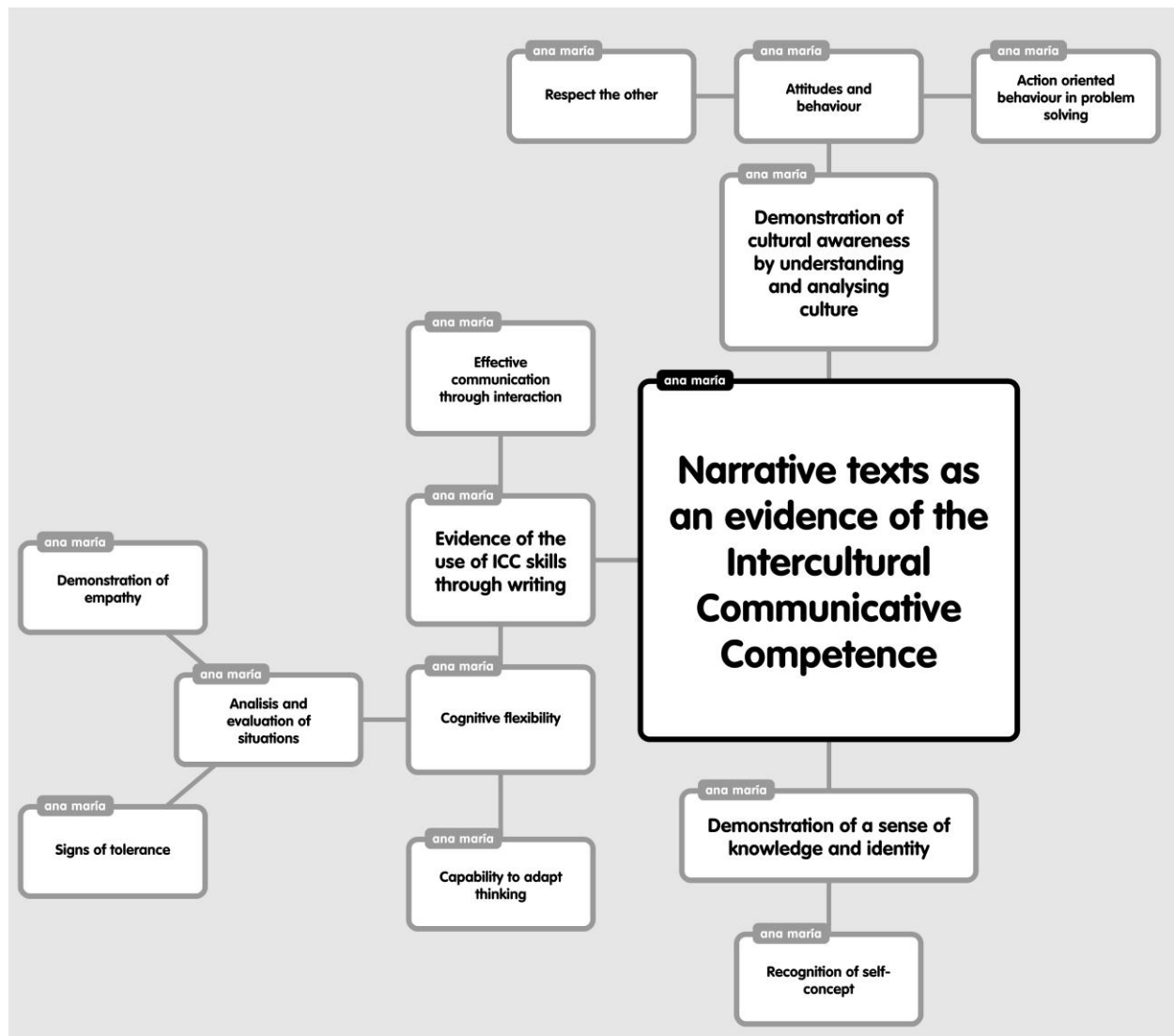


Figure 2 Axial coding

5.3.1.2 Identification of core category.

The core category was established in the selective coding stage, having into consideration the relations among categories and subcategories. These relations provided the researchers with foundations to answer the research question.

5.3.2 Analysis of categories.

5.3.2.1 *Description of categories.*

The three main categories that emerged after the open and axial coding (*Demonstration of cultural awareness by understanding and analysing culture, Evidence of the use of ICC skills through writing, and Demonstration of a sense of knowledge and identity*) showed the participants' understanding of cultural aspects and how they reflected ICC awareness and skills through narrative texts writing.

The excerpts that were selected to support these categories were taken from the different instruments utilised to collect data. In the case of the artifacts, students were asked to perform activities that let them to analyse the topics the orientation sessions were about. Likewise, students were guided through questions (*“How the knowledge of other cultures helps you building your own identity”* or *“What aspects of other cultures do you think are important to learn”*) to reflect upon key aspects they were learning about and to include them in their learning logs in four moments of the implementation when each stage was completed. Finally, data from students' questionnaire and stories reflected in one hand, the implementation impact on learners' knowledge and behaviour and on the other hand, participants' insights on the topics worked in class, as explained in chapter 4.

5.3.2.1.1 *Demonstration of cultural awareness by understanding and analysing culture.*

As stated by Dufva (1994), language, culture and interaction are intertwined. In this sense, being cultural aware means that a person is capable of reflecting, being sensitive and able to explore language in a pragmatic way as he/she acquires knowledge of how the language is used in a target culture. According to Muikku-Werner (as cited in Dufva, 1994), this awareness makes the first attempts to communicate in a foreign language possible and successful. This

research study provided information regarding the participants' recognition of the importance of grasping cultural factors to avoid misunderstanding in social exchanges. Additionally, they acknowledged the value of learning cultural aspects to interact with others and respect them (see excerpts 1 - 2).

"This has helped me to comprehend and respect other cultures in a different way, allowing me to be a better person when I have a deeper understanding of them. In addition, I am aware of the necessity to study those cultures and know more things about them in order not to make mistakes that can hurt me. All of these things will allow me to fit in the society and in the country." S7

Excerpt 1. Log Entry 3.

"Learn about other cultures in such an extent that being able to communicate with others is necessary to me." S14

Excerpt 2. Questionnaire Question 14.

Attitudes and behaviour

Like Dufva, Lonner and Hayes (2004) assert that culture means everyday behaviour and everyday thought and thus, being cultural aware means demonstrating ability in the management of cultural knowledge to select which attitudes and behaviours a person uses to face daily social interactions. In this sense, there are three components to bear in mind when approaching to culture: a comprehension of what culture means; how cultures are similar/different taking into account communities' beliefs and behaviours, and how those similarities/differences have an impact on communication (Murray & Bollinger, 2001).

Taking this into consideration, the most representative attitudes recognised during the research study were the respect for the other individuals, and action oriented behaviour in problem solving. In relation to *respect for the other*, findings evidenced the concept of respect in terms of the adaptation to the conventions that can be established in specific contexts. In this way, the process of adaption is possible when the opportunity to value other people is granted

and interaction leads to inclusion rather than to exclusion (see excerpt 3).

"The lack of tolerance affects in a huge way because not all the people would tolerate that someone disrespect them regardless of the place they are in. Because if you go to a country and you do not like anything, people can turn you down to the point where you are excluded." S10

Excerpt 3. Log Entry 3 Question 2.

Likewise, the respect for the others is accepting the difference, avoid judging physical appearance and value the cultural diversity. In the story presented in excerpt 4, the participant gave evidence of the respect for different points of view as a way to show that everybody thinks differently. Similarly, this sample corroborated that ICC skills are learnt and as a result, learning is progressive as well (Byram, 1997), which might be a fundamental attitude to be a better citizen in the society.

"... Eventually Paul was approaching them and teach them the value of tolerance was initially difficult but gradually were making good friends and respecting the opinions that Paul brought to the group and realized that despite the color skin or race we are all equal but we have to think differently and to respect others." S6

Excerpt 4. Story 2.

On the other hand, according to Dufva (1994), when a person is able to take a stand and assume a critical attitude, he/she has reached some power to discover hidden meanings of a situation that makes her/him take action in order to solve a problem. For this research study, participants evidenced the necessity to take actions when analysing real life situations. This allowed them to express and reflect positive changes when applying conflict resolution strategies to have harmonious relationships within their community, as shown in excerpt 5. In this story, the main character decided to implement an action plan to overcome social problems with his community, by asking the people of the town to pretend to be another person and have a better attitude with people who surrounded them.

"... Juan Martin not know what to do in order that they all were accepted as they were; he sat down in his armchair and there he had a great idea. He decided that all would act as other one." S12

Excerpt 5. Story 2.

Dufva (1994) also suggests cognitive, affective and social domains as indicators of awareness in which a person can get involved in and establish personal relationships taking into account the language and the society. Findings regarding this aspect, indicated that the interaction mediated by those relationships promote social changes and more tolerant communities. Thus, it is important to demonstrate that knowledge put into practice can contribute to a positive transformation in society. Participants identified that strategies to solve problems can be taught and used at the same time. This confirms the importance of teaching ICC skills in the English classroom (see excerpts 6 - 7).

"I learnt to live together in the society, be more tolerant and accept things of others since I am aware that each person is different. It is good to teach what I learnt." S9

Excerpt 6. Questionnaire, Question 12.

"... godie an undertaking to teach their peers how to resolve conflicts and to apply and teach and they lived happily ever after." S5

Excerpt 7. Story 3.

Students demonstrated certain level of awareness in the use of ICC skills such attitudes and behaviours. Although, it is a bit risky to give account of the level of awareness achieved during this study in the preliminary need analysis, participants reflected insights in regards to the importance of getting familiar with cultural aspects, but they did not know the implications that learning about culture may have for their own identity construction and social interaction in their near contexts. In this line, it is possible to assert that participants at the beginning of the process

had a mono-cultural level as they still have preconceptions and stereotypes about foreign cultures; at the end, they reached an intercultural level since they acquired some culture knowledge that enabled them to analyse differences and similarities among cultures (Oliveras, 2000). However, this study was not focused on analysing the level of awareness reached by the participants, as this was not the priority in this small scale research study.

5.3.2.1.2 Evidence of the use of ICC skills through writing.

When foreign language students undertake writing activities, they usually feel frustrated and fearful since they do not have enough fluency or accuracy to create a text (Cheng, 2004). For this reason researchers decided first, to implement the free writing methodology to help students overcome these limitations in terms of language use; second, to design a rubric to assess the narrative texts. However, as the focus of the writing was to go beyond the form (Hillocks, 2005), this research study concentrated more on the content to evaluate participants ICC skills. With this in mind, participants used language to build a world vision; language became a resource for demonstrating understanding, expressing meaning, and interacting with others. Moreover, language helped participants to make connections among social communities, reflecting upon different cultural aspects. Finally, language allowed learners to build their own identity and their identity in a group.

Even though language was enhanced in terms of discourse, researchers cannot prove an improvement in their writing skills due to the fact that participants did not have enough tools to write narrative texts (for example, awareness in the structure). Consequently, free-writing was the approach used in this research study as it facilitated the writing process. This is conceived as a spontaneous mental process without worrying about the appropriateness of the words (Elbow, 1998), such mental burden is regarded as the main source of the writer's block. This strategy

allowed researchers to lower participants' levels of anxiety, helping them focus on the content rather than on the form, empowering them to express their thoughts regarding the different topics. The results of using this approach are evidenced in the categories as follows.

Effective communication through interaction

Being aware of how negative actions can affect communication and interaction is one of the central aspects participants reflected in their stories. In excerpt 8, it can be seen how individuals, who reflect upon the consequences their actions can have, have the capability to re-evaluate their behaviour and restructure their response for future situations (Byram, 1997).

"... Paul told him that that was not the way to fix the problems and decided to talk so all could understand and made friends." S9

Excerpt 8. Story 2.

Likewise, it is displayed what happens when individuals are not sufficiently instructed on ICC skills. In this story, a boy thought that fighting with others could be the solution to overcome his problems. In many cases, another perspective is necessary to become aware of the changes that have to be done on behaviour to be more effective communicators in different interaction situations. Finally, considering the recognition of cultural aspects as essential part of effective communication and interaction, participants demonstrated awareness when reflecting about respect and tolerance as key aspects for this to happen. These aspects can be observed in excerpt 9.

"I learnt that Colombia has beautiful places to visit. We identified the different regions, their characteristics, customs, dressings, typical food, dances, etc. We have to breathe and tolerate different people to have a better communication." S10

Excerpt 9. Log Entry 1

Cognitive flexibility

The ability to recognise the other individuals, bearing in mind their attitudes, behaviour and viewpoints are essential aspects within ICC skills (Pusch, 2009). In this regard, the participant gave evidence of being flexible when a person faces difficult times and situations by choosing the problem solving strategy that best met his/her purposes. Excerpt 10 showed how this recognition gave the chance to be flexible in accepting, respecting and comprehending others' viewpoints.

"...what had happened and the first step in resolving a conflict, was listen to the other person, do not judge or insult, and respect the opinions of others, co-godie were intrigued yet were curious because they never had heard so ago..." S5

Excerpt 10. Story 3.

On the contrary, excerpt 11 revealed avoidance as a way to face problems. ICC skills were not applied and thus, the lack of flexibility might prevent this individual to have positive approaches when interacting with others. In this sense, the participant demonstrated a lack of social relaxation since she is not comfortable with sharing points of view with others (Rubin & Martin, 2009).

"I would avoid problems with persons." S9

Excerpt 11. Artifact 2.

As part of participants' cognitive flexibility, they also demonstrated a capability of analysing and evaluating situations. This is a key aspect when applying ICC skills. Discrimination due to racism, bullying, displacement, elderly, handicapping, neighbours, appearances, gangs, and personal capabilities were some of the topics that participants brought up for analysing and evaluating in their writing.

This research study showed that participants were able to analyse and conclude that no matter the differences between cultures, there are things that are essential for every human being for living together in harmony (excerpt 12).

"...Juan Martin was very good. Do you know because? He was arranging all the conflicts in the forest. You already know kid that as the human beings sometimes we cannot coexist, since we think differently." S12

Excerpt 12. Story 2.

In excerpt 13, the participant evaluated the importance of three values: organisation, punctuality and education in the process of becoming a powerful country. This viewpoint reflected an understanding of one of the ICC aims in regards to find the self in a societal context (Byram, 1997). The participant extrapolated this conception to the necessity to adopt a different behaviour as a country if cultural and socioeconomic changes are expected.

"For example that the oriental culture is very organized, puntual and educated culture for that reason they are global potencies because are those little things what makes the difference." S1

Excerpt 13. Log Entry 1.

When analysing and evaluating situations, a significant attitude is being tolerant. This was a skill that participants acknowledged to have reinforced the most, and which at the same time, helped them to be better citizens. This can be observed in the excerpt 14 when the main character of this story decided to solve his problems by applying the concept of tolerance and teaching it to others, giving the ones involved in the conflict, the opportunity to be better human beings.

" Camilo thought everything the psychologist said, the next day he saw his peers and was talking to them, talking sorted things and they said they were sorry for all the damage that hicieron him, knew that it was not appropriate behavior , asked for forgiveness and a second chance to become better acquainted." S2

Excerpt 14. Story 2.

Showing signs of tolerance is essential to solve conflicts and hold effective interactions with others as evidenced in excerpt 15. In addition, in this story the recognition of the uniqueness and the power that joining strengths may have in reaching a common goal tested this participant's ICC skills, and specially, the ability to respect others.

"... teachers talked and decided to join together and open a school that must respect the opinions of others, and their capabilities and limitations. If someone is different from us, does not mean it is better or worse than us." S5

Excerpt 15. Story 1.

Another relevant aspect when analysing and evaluating situations is the demonstration of empathy. By understanding others, and being empathetic towards their ideas or emotions, it is possible to build up better relationships, reflecting a better self-image (Byram, 1997). Excerpt 16 showed how empathy was taken as an improvement tool for the individual performance. In the story the main character helped others to comprehend the importance of understanding differences among people by making characters to be in someone else's shoes to understand each other better. This is defined as empathy (Brown, 2007).

"... Juan Martin had committed his purpose, from there the animals started understanding other one and taking his ideas or differences as a support of work." S12

Excerpt 16. Story 2.

Cognitive flexibility was also demonstrated by the capability to adapt thinking. When dealing with ICC, a person needs to be open-minded and able to adapt to different cultural values. These are survival strategies that allow recognising individualities and capabilities, as shown in excerpt 17.

"... Juan Martin was advising them that they all had to help other one and not to judge all. Grandmother but how it is possible, they are animals, they neither think nor feel. Samuel, you are not travelling with me, closes well the eyes and opens your mind..." S12

Excerpt 17. Story 2.

In the same sense, using conflict resolution strategies promote better relationships, and require that people have appropriate attitudes to generate positive changes in different real situations.

Finally, cognitive flexibility is a component of critical thinking, and it is also considered an ICC skill (Yu & Ning, 2015). In this way, excerpts 12 to 17 are evidence of the ICC skills and critical thinking fosterage since students were able to take clear stances in relation to different topics and situations regarding conflicts resolution and tolerance.

5.3.2.1.3 Demonstration of a sense of knowledge and identity

Recognising strengths and weaknesses and having a clear definition of the self and a strongly defined role within a group, is important for ICC. Thus, having contact with another culture or social group should not disrupt what the individual thinks of himself/herself or what makes him/her unique (Kim, 2009). Participants recognised that if identity is not strongly formed, it can be overridden or distorted when interacting with other people or other cultures. An evidence of this appreciation is shown in excerpt 18.

"The identity can fall ill for a people that not this one accustomed to living in another culture at the time there start seeing changes of attitudes and loss of own identity." S15

Excerpt 18. Artifact 4.

Similarly, they acknowledged the importance of having the opportunity in the English classroom to know better the self so they can discover different perspectives and interpretations about themselves. This can be seen in excerpt 19.

It is excellent to learn about other cultures and have the opportunity to know ourselves is not very common. Thank you very much. S12

Excerpt 19. Questionnaire, Question 13.

Recognition of the self-concept

One important aspect in having a clear definition of the self is accepting and recognising the differences of the others since individuals have a better sense of their own identity when they interact with others. The finding in excerpt 20 evidenced that weak self-concept can be influenced positively or negatively by cultural and social exchanges. Individuals may not be able to recognise themselves when being immersed in different contexts, which may lead them to have difficulties when interacting.

"The identity falls ill since if a person gets used to his culture with different areas and attitudes when it leaves her it will have difficulties of being recognized before another culture." S8

Excerpt 20. Artifact 4.

However, excerpt 21 demonstrated the influence that the environment may have over identity and how being different can exclude individuals from a social group. As a consequence, being culturally competent requires having a group identity and sharing viewpoints within a group to be accepted (Byram, 1997).

"We must be able to accept another people and this is the problem of this culture if you are different you are out. We are obliged to respect the other." S11

Excerpt 21. Log Entry 2.

The relation among the described categories can be observed in Figure 3.

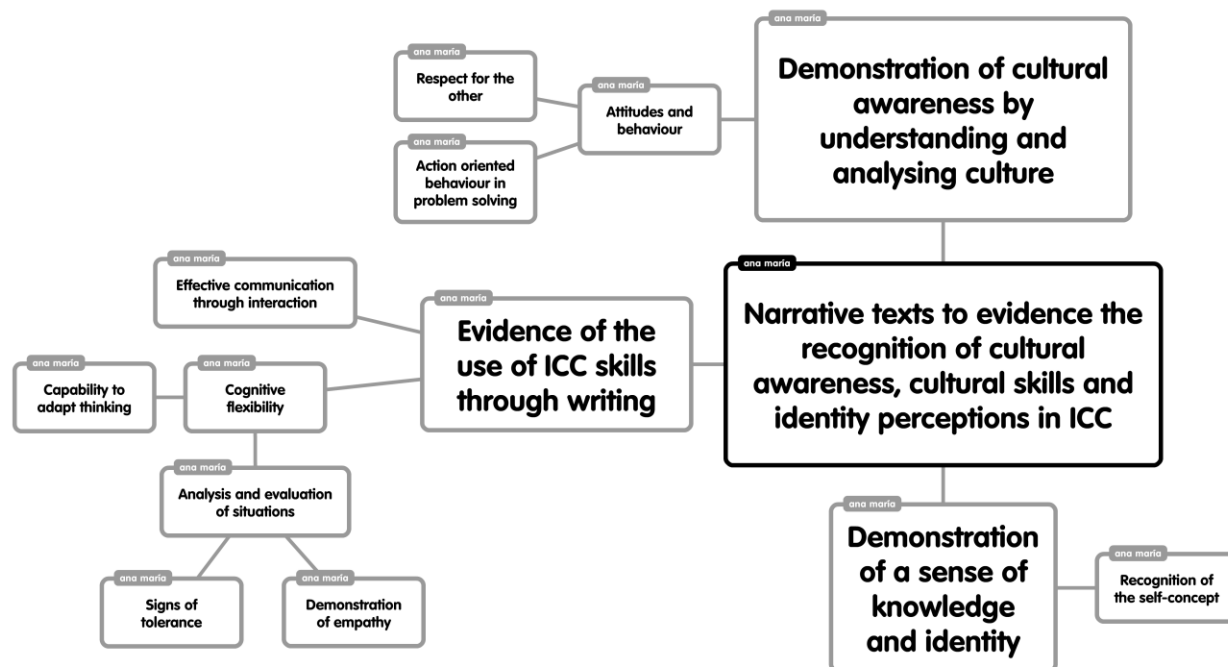


Figure 3 Selective coding

5.3.2.2 Core category.

Once having analysed data and obtaining the codes and categories, the core category of the research study was identified as: *Narrative texts to evidence the recognition of cultural awareness, cultural skills and identity perceptions in ICC*. Writing stories is an exercise that helps learners to develop cultural imagination (Usó & Martínez, 2008). In this sense, they could be able to comprehend, analyse and reflect upon cultural differences that can somehow shape their world vision. Similarly, once students were prompted to recognise the ICC skills needed to relate with others, creating narrative stories with cultural focus demanded from them to inquiry about cultural aspects, put themselves in the shoes of other people, and to see the world with new lenses (Kearney, 2010). When writing narratives, individuals have to imagine the situations the characters are immersed in, and reflect upon the choices they have to make. By the same token, students do not only become more critical regarding their contexts, but also they can identify themselves within the stories (Kearney, 2010). Therefore, giving students the opportunity to

express and tell their own stories is a way to recognise the value of what they have learnt in the classroom, taking advantage of their knowledge and understanding about what they have experienced regarding culture and citizenship in their own lives.

Furthermore, when students put into practice what they have learnt, it facilitates the usage of that knowledge in other situations making learning meaningful and long lasting. In this sense, life-long learning skills are being implemented so that learners may realise the importance of using what they learn in their real contexts.

One of the most significant advantages when using narrative texts is the possibility to allow learners to represent and build their self-concept (Bruner, 1994). In addition, the use of stories as a way to help students to comprehend how their identities are shaped (Coffey & Street, 2008) was evident when they had the opportunity to reflect upon different topics. Finally, participants played an active role in the process of building their identity when writing in some occasions about them and about situations that are closely related to their reality, as depicted in earlier studies (such as of Coffey & Street, 2008).

5.4 Conclusion

The results of this research study allowed concluding that participants made appropriate use of the ICC skills to communicate. Thus, they expressed their feelings, ideas, and concepts about what they knew and got to know about cultural aspects. In this regard, they had the opportunity to analyse aspects of their culture and were able to contrast them with other ones even in their own country. For instance, they acknowledged the importance of doing research before travelling to a country and being well informed about how to approach similarities or differences among cultures; additionally, the importance of recognising the different strategies people use to solve their problems and how to adjust their behaviour accordingly.

Moreover, results proved the effectiveness of the use of free writing narrative texts as a way to reinforce the concept of the self and the other. Narratives enhanced communication and interaction not only in L2, but in L1; participants felt confident writing their thoughts in English despite of the structural problems they had. Besides, using literature circles and storytelling fostered critical thinking as participants applied lower and higher order thinking skills that benefited both L1 and L2 language and discourse skills.

Chapter 6: Conclusions and Pedagogical Implications

6.1 Introduction

This research study aimed at finding evidence of the ICC skills through the use of narrative texts. Developing ICC skills requires to be recognized in EFL contexts, so that learners can be able to communicate effectively with people from different cultural backgrounds (Byram, 1997). Writing narrative texts based on different cultural aspects encouraged participants to apply different strategies to get to know other cultures, while they reflected upon effective ways to solve conflicts and constructed own identity and citizenship skills.

6.2 Comparison of results with previous studies' results

This study focused on analysing what happens to ICC when storytelling to implement the writing of narrative texts is used with B1 EFL tenth-graders. In addition, effects of literature circles and storytelling tools in the ICC recognition when reflecting upon topics such as culture, tolerance and conflict resolution, were analysed.

The main discoveries in relation to the use of literature circles and storytelling tools were that these proved to be effective for getting evidence on participants' perceptions and insights when applying ICC. On one hand, literature circles helped learners expressing themselves in a natural way by providing students with the opportunity to use the language in a stress free environment. On the other hand, reading stories from diverse parts of the world enhanced participants' exploration of different countries and their cultures, instilling their curiosity to learn from and about other cultures. This statement supports what studies have mentioned regarding the use of literature circles when applying ICC in the classroom, since these boost in the students a sense of being more socially responsible (Garrison, Forest & Kimmel, 2014).

Although this tool is commonly used for getting meaning while thinking critically about the contents of a text, this research study revealed that this was also effective in providing learners with the necessary input for writing short narrative texts. Input provided by this tool reinforced the concepts participants had learnt during the orientation stage of each session, enabling them to have more background to enrich their stories.

Likewise, by using storytelling in this study, participants could explore different aspects of ICC skills. Furthermore, the implementation of this tool helped learners in the improvement of their critical thinking skills. Research studies regarding the use of this tool for ICC fosterage, show that this is effective to help students to express thoughts orally about their actions, draw up similarities and differences among cultures, and build up identity (Coffey & Street, 2008; Doganay & Maksut, 2013; Logioio, 2010; Porras, 2010). However, even though storytelling has been used to foster speaking and reading skills, this research study applied this pedagogical tool in a different way because students had the opportunity to create their own stories in a written way.

Regarding writing narrative texts, findings indicated that these evidenced the growth of cultural awareness since participants recognised the importance of knowing the culture to be able to communicate effectively with the others and respect them. At the same time, participants showed a growth in cultural skills as they demonstrated willingness to change and to be more tolerant and empathetic when interacting with others, and a change in perception about their own identity. It is important to mention that narrative texts were the result of combining two different tools and were the expected outcome at the end of the process. Even though narrative texts have been used in different fields as a way to express feelings and emotions in personal experiences or accounting for historical events (Alsobrook, 2014; Kearney, 2010; Ordoñez, 2010; Thomas,

2014), researchers expected that participants reflected on their understanding regarding different cultural aspects studied throughout the implementation by using this tool.

6.3 Significance of the results

Taking into account the context where this research was developed, the possibility to continue applying this methodology could decrease the schools' reports regarding bullying and discrimination, as students could continue being trained on the different strategies to solve conflicts and on raising their tolerance levels. In this sense, findings evidenced that these kinds of problems and the participants willingness to find strategies to solve conflicts, being cognitively flexible, can be explored within the English classroom to improve the school environment. Furthermore, it could be advisable to consider the importance of including ICC skills at cross-curricular level and in the English syllabus in a formal way.

For the Colombian educational system, it is strongly recommended to reinforce the development of the local and national policies regarding the inclusion of citizenship and cultural diversity topics in the schools. Moreover, it is necessary to encourage and support students in the construction of their own identity to recognise and appreciate their traditions, cultural values and viewpoints, so that they can have healthy relationships with others (Hollyday, Hyde & Kullman, 2004). Thus, studies of this kind should be continuously developed.

On the other hand, this study took into consideration cultural perspectives from not only countries of the inner circle, but of the outer circle (Kachru, 1992). This means learners need to acknowledge that there are other non-native learners like them who use English for wider communication. Moreover, they need to recognise that learning about different cultures help them to avoid stereotyping which can affect people relationships.

Finally, this study greatly benefits ELT community, by suggesting the use of tools like literature circles, storytelling and narrative texts, to train students to be better citizens who respect differences and tolerate others. This could probably support other teachers' ideas about developing awareness beyond the academic field to educate useful human beings who can transform the society. ELT community should consider including writing narrative texts as part of their methodology because it provides a better understanding of the students' close environments, and possible situations they might be concerned about.

Using the SOLO taxonomy for analysing data is highly recommended since learning outcomes can be objectively set and tracked during the learning process. As a result, it is advisable for teachers when setting meaningful learning goals to have clear criteria at the moment of assessing.

6.4 Limitations of the present study

At the time of implementing literature circles and storytelling tools in the English classroom, teachers probably face different difficulties. In this research study, time allotted for the pedagogical intervention could not be accomplished because of the extra activities that each school had to comply with, unexpectedly. Consequently, there were long periods of time where participants and researchers could not meet. This caused that the learners confused the topics. Teacher-researchers could tackle this situation by reviewing the topics at the beginning of each session.

Taking into consideration that this research study took advantage of technological tools, such as *Storybird* and *World stories*, participants got distracted by the use of other web sites different from the ones required for the class. This situation could be overcome by training students to learn how to use the net, so they can be more aware of the advantages to use it for

learning purposes. Moreover, establishing clear rules for the appropriate use of technology in the classroom is advisable.

In regards to the writing of narrative texts, learners had problems organising their written production. As a result, it was truly tough to comprehend students' ideas and perceptions at the analysis stage. To overcome this situation, teaching students the writing process of narrative texts could support their performance when expressing in a written way.

Finally, due to the fact that students' ability in speaking was not as well developed as reading or writing, certain discussions were done in Spanish. Even though, the use of the mother tongue allowed students to express freely and share their reflections and personal experiences, which definitely, enriched participants' learning process and development of ICC skills. To encourage learners to use more English in the classroom, researchers could instruct them in the use of cohesive devices and useful expressions they may use for everyday situations.

6.5 Further research

Although this research study evidenced ICC skills growth to some extent through the use of narrative texts, further research should investigate the implications of the written narrative texts in the students near contexts. It would be interesting to observe how the conflict resolution strategies are applied in the students' real lives, and their impact on their families and relationships.

Besides, it would be advisable to conduct a research based on the need to train students in the process of writing narrative texts as a strategy to communicate feelings and ideas. In this regard, as EFL learners have problems in the text production, it would be profitable to tackle these difficulties and enlighten them to explore their ability to create narrative or even poetry pieces in English.

6.6 Conclusion

Although this was a small scale research study, students were able to overcome their lack of knowledge about what culture means and implies for their own identity and citizenship skills construction. This difficulty was addressed by creating opportunities for the students to reflect upon cultural aspects through the writing of narrative texts, giving evidence of a raise in their development of ICC.

Results allowed researchers to conclude that including ICC in the classroom is vital. Consequently, teachers need to provide educational environments where cultural aspects play an essential role in the process of building identity. Thereby, learners are required to be able to act according to a globalised world which demands being aware enough to respect others and communicate effectively, no matter their ideology, race, gender or beliefs. This world demands a transformation in the educational field; a change focused on the development of the person rather than on the academic skills. If teachers do not address intercultural competences, learners would be unable to comprehend the differences or assimilate them, and would be incapable of adjusting their behaviour according to specific situations and contexts. ICC is a way to fight against inequity and the lack of tolerance. It is recommended the use of ICC in the English classroom to empower students so they can let their voices be heard and become better citizens to transform their social contexts in a positive way.

References

- Alltime10s. (2012, June, 6). *10 surprising ways to offend people in other countries* [Video file]. Retrieved from <https://www.youtube.com/watch?v=UTE0G9amZNk>
- Allwright, D. (1990). *Autonomy in Language Pedagogy*. Retrieved from: CRILE: Centre for Research in Education Working papers 6. <http://www.ling.lancs.ac.uk/groups/crile/workingpapers.htm>
- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. *ELT Journal*, 56(1), 57–64. doi:10.1093/elt/56.1.57
- Alsobrook, L. (2014). Are we our fictions?: The narrative boundaries of self. *Technoetic Arts: A Journal of Speculative Research*, 12(2), 337-346. doi:10.1386/tear.12.2-3.337_1
- Álvarez Valencia, J., & Bonilla Medina, X. (2009). Addressing culture in the EFL classroom: A dialogic proposal / El abordaje de la cultura en la clase de inglés como lengua extranjera: Una propuesta dialógica. *PROFILE Issues in Teachers' Professional Development*, 11(2), 151-170.
- Ausubel, D. (1963). *The psychology of meaningful verbal learning*. New York, NY: Grune & Stratton.
- Banegas, D. L., & Villacañas de Castro, L. S. (2015). A look in ethical issues in action research education. *Argentinian Journal of Applied Linguistics*, 3(1), 58-67. Retrieved from <http://www.faapi.org.ar/ajal/issues/301/Banegas.html>
- Barrett, M. (2012). Intercultural competence. *EWC Statement Series*, (2), 23-27. Retrieved from <http://www.theewc.org/uploads/files/ONLINE%20EWC%20Statement%20Series%202012.pdf>

- Bauman, R. (1986). *Story, performance and event: Contextual studies of oral narrative*. New York, NY: Cambridge University Press.
- Beacco, J. (2000). *Les dimensions culturelles des enseignements de langue: Des mots aux discours*. Paris, France: Hachette.
- Biggs, J. B., & Collis, K. F. (1982). *Evaluating the quality of learning: The SOLO taxonomy*. New York, NY: Academic Press.
- Braband, C., & Dahl, B. (2009). Using the SOLO taxonomy to analyse competence progression of university science curricula. *Higher Education*, 58(4), 531-549.
doi:10.1007/s10734-009-9210-4
- Brown, A. L., & Ferrara, R. A. (1985). Diagnosing zones of proximal development. In Lloyd, P., & Fernyhough, C. (Eds.), *Lev Vygotsky; Critical assessments*, 3, 225-257. New York, NY: Routledge.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). White Plains, NY: Pearson Education.
- Bruner, J. (1986). *Actual minds, possible worlds*. Boston, MA: Harvard University Press.
- Bruner, J. (1994). The "remembered" self. In U. Neisser & R. Fivush (Eds.), *The remembering self: Construction and accuracy in the self-narrative* (pp. 41-54). Cambridge, United Kingdom: Cambridge University Press.
- Burns, A. (1999). *Collaborative action research for English language teachers*. Cambridge, United Kingdom: Cambridge University Press.
- Burns, A. (2010). *Doing action research in English language teaching: a guide for practitioners*. New York, NY: Routledge.

- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, United Kingdom: Multilingual Matters.
- Byram, M. (2000). Assessing intercultural competence in language teaching. *Sprogforum*, 6(18), 8-13. Retrieved from <http://inet.dpb.dpu.dk/infodok/sprogforum/Espr18/byram.html>
- Byram, M., & Risager, K. (1999). *Language teachers, politics and cultures*. Clevedon, United Kingdom: Multilingual Matters.
- Carrison, C., & Ernst-Slavit, G. (2005). From silence to a whisper to active participation: Using Literature Circles with ELL Students. *Reading Horizons*, 46(2), 93-113.
- Castañeda, M. E. (2012). Adolescent students' intercultural awareness when using culture-based materials in the English class. *Profile Journal*, 14(1), 29-48. Retrieved from <http://www.revistas.unal.edu.co/index.php/profile/article/view/29054/29330>
- Chamot, A. U. (1998). Teaching learning strategies to language students. In G. B. Stoval (Ed.), *Professional preparation of teaching assistants in foreign languages*. (pp. 1-28). Washington, DC: Center for Applied Linguistics. Retrieved from <http://eric.ed.gov/?id=ED433719>
- Chan, C. C., Tsui, M. S., Chan, M. Y., & Hong, J. H. (2002). Applying the structure of the observed learning outcomes SOLO taxonomy on students' learning outcomes: An empirical study. *Assessment & Evaluation in Higher Education*, 27(6), 511-527. doi:10.1080/026029302200002028 2
- Cheng, Y. S. (2004). A measure of second language anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13(4), 313-335. doi:10.1016/j.jslw.2004.07.001

- Chiang, M., & Huang, C. (2005). The effectiveness of literature circles in EFL setting: A classroom investigation. *Proceedings of 2005 International Conference and Workshop on TEFL and Applied Linguistics*, 78-87. Taipei, China: Michigan University.
- Chun, D. M. (2011). Developing intercultural communicative competence through online exchanges. *CALICO Journal*, 28(2), 392-419. Retrieved from https://calico.org/html/article_866.pdf
- Coffey, S., & Street, B. (2008). Narrative and identity in the “language learning project”. *The Modern Language Journal*, 92(3), 452-464. Retrieved from <http://www.jstor.org/stable/25173070>
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. New York, NY: Routledge.
- Corbett, J. (2003). *An intercultural approach to English language teaching*. Bristol, United Kingdom: Multilingual Matters.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Cortazzi, M., & Jin, L. (1999). Cultural mirrors: Materials and methods in the EFL classroom. In E. Hinkel (Eds.), *Culture in second language teaching and learning*, (pp. 196-220). Cambridge, United Kingdom: Cambridge University Press.
- Council of Europe (2011). *Common European framework of reference for languages: Learning, teaching, and assessment*. Cambridge, United Kingdom: Cambridge University Press.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge, United Kingdom: Cambridge University Press

Dai, L. (2011). Practical techniques for cultural-based language teaching in the EFL classroom.

Journal of Language Teaching and Research, 2(5), 1031-1036

doi:10.4304/jltr.2.5.1031-1036

Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading books*. (2nd ed.). Portland, ME: Stenhouse Publishers.

Dema, O., & Moeller, A. J. (2012). *Teaching culture in the 21st century language classroom*.

Paper presented at Central States Conference on the teaching of Foreign Languages:

Wisconsin. Nebraska: Department of Teaching, Learning, and Teacher Education.

Retrieved from

<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1176&context=teachlearnfacpub>

Doganay, Y., & Maksut, A. (2013). The impact of cultural based activities in foreign language teaching at intermediate (B1) level. *Procedia – Social and Behavioural Sciences*, 89, 734–740.

doi:10.1016/j.sbspro.2013.08.924

Dufva, H. (1994). Language awareness and cultural awareness for language learners.

Hungarologische Beiträge, 2, 19-32. Retrieved from

http://epa.oszk.hu/01300/01368/00006/pdf/1994_019-032.pdf

Eder, D., & Holyan, R. (2010). *Life lessons through storytelling: Children's exploration with ethics*. Bloomington, IN: Indiana University Press.

Elbow, P. (1998). *Writing without teachers* (2nd ed.). New York, NY: Oxford University Press.

Elkhider, T. (2009). [juniorbong]. (2009, October, 23). *Cultural differences National Geographic* [Video file]. Retrieved from <https://www.youtube.com/watch?v=BT0kzF4A-WQ>

- Fantini, A. E. (1995). Language, culture, and world view: Exploring the nexus. *International Journal of Intercultural Relations*, 19(2), 143-153.
doi:10.1016/0147-1767(95)00025-7
- Fantini, A. E. (2008). Implementing cultural and intercultural exploration. *ET Essential Teacher*, 5(3), 12-13. Retrieved from
<http://www.tesol.org/docs/pdf/12832.pdf?sfvrsn=2>
- Fitzgibbon, H., & Wilhelm, K. (1998). Storytelling in ESL/EFL classrooms. *TESL Reporter*, 31(2), 21-31.
- Freeman, D. (1998). *Doing teacher research: From inquiry to understanding*. Boston, MA: Heinle Cengage Learning.
- Freire, P. (1993). *Pedagogía de la esperanza: Un reencuentro con la pedagogía del oprimido* (2nd ed.). México DF, México: Siglo Veintuno Editores.
- Furr, M. (2004). Literature Circles for the EFL Classroom. *Proceedings from TESOL Arabia Conference*. Yokohama, Japan: TESOL Arabia.
- Garrison, K. L., Forest, D. E., & Kimmel, S. C. (2014). Curation in translation: Promoting global citizenship through literature. *School Libraries Worldwide*, 20(1), 70-96.
doi:10.14265.20.1.006
- Gersten, M. C., & Soderberg, A. (2011). Intercultural collaboration stories: On narrative inquiry and analysis as tools for research in international business. *Journal of International Business Studies*, 42(6), 787-804. Retrieved from
<http://www.jstor.org/stable/29789460>
- Goldblatt, P. (1999). Using storytelling to introduce and teach multicultural literature. *Multicultural Review*, 8(2), 52-58.

- Gómez, L. F. (2011). Fostering intercultural communicative competence through reading authentic literary texts in an advanced Colombian EFL classroom: A constructivist perspective. *Profile Journal*, 14(1), 49–66.
doi:10.1598/JAAL.55.1.2
- Graddol, D. (2006). *English next*. London, United Kingdom: British Council.
- Halliday, M. (1994). *Halliday's introduction for functional grammar* (4th ed.). New York, NY: Routledge.
- Harmer, J. (2004). *The practice of English language teaching*. Harlow, United Kingdom: Longman – Pearson Education.
- Hillocks, G. (2005). At last: The focus on form vs. content in teaching writing. *Research in the Teaching of English*, 40(2), 238-248. Retrieved from
<http://www.jstor.org/stable/40171704>
- Hismanoglu, M. (2001). An investigation of ELT students' intercultural communicative competence in relation to linguistic proficiency, overseas experience and formal instruction. *International Journal of Intercultural Relations*, 35(6), 805-817.
doi:10.1016/j.ijintrel.2011.09.001
- Holliday, A., Hyde M., & Kullman, A. (2004). *Inter-cultural communication: An advanced resource book*. London, United Kingdom: Routledge.
- Honeyford, M. A. (2013). The simultaneity of experience: cultural identity, magical realism and the artefactual in digital storytelling. *Literacy*, 47(1), 17-25.
doi:10.1111/j.1741-4369.2012.00675.x
- Hung, C. M., Hwang, G. J., & Huang, I. (2012). A project-based digital storytelling approach for improving students' learning motivation, problem-solving competence and learning

achievement. *Journal of Educational Technology & Society*, 15(4), 368-379. Retrieved from

http://www.ifets.info/journals/15_4/31.pdf

Hunter, C., & Eder, D. (2010). The role of storytelling in understanding children's moral/ethic decision-making. *Multicultural Perspectives*, 12(4), 223-228.

doi:10.1080/15210960.2010.527593

Hussain K., M. A., Ajmal, M., & Rahman, F. (2010). Teachers' perception regarding examination based on SOLO taxonomy. *International Journal of Academic Research*, 2(6), 208-211.

Johnson, D. W., & Johnson, R. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning* (5th ed.). Boston, MA: Allyn & Bacon.

Johnson, D. W., Johnson, R., & Holubec, E. (1998). *Advanced cooperative learning* (3rd ed.). Edina, MN: Interaction Book Company.

Jurdak, M. E., & El Mouhayar, R. R. (2014). Trends in the development of student level of reasoning in pattern generalization tasks across grade level. *Educational Studies in Mathematics*, 85(1), 75-92.

doi:10.1007/s10649-013-9494-2

Kachru, B. B. (1992). *The other tongue: English across cultures* (2nd ed.). Urbana, IL: University of Illinois Press.

Karnyshev, A. D., Karnysheva, O. A., & Ivanova, E. A. (2014). College students' intercultural competence and interethnic tolerance. *Russian Education and Society*, 56(9), 3-26.

doi:10.2753/RES1060-9393560901

- Kearney, E. (2010). Cultural immersion in the foreign language classroom: Some narrative possibilities. *The Modern Language Journal*, 94(2), 332–336. Retrieved from <http://www.jstor.org/stable/40856138>
- KidsOut. (n.d.). World Stories. Retrieved from <http://www.worldstories.org.uk/>
- Kim, Y. Y. (2009). The identity factor in intercultural competence. In D. K. Deardoff (Ed.), *The SAGE handbook of intercultural communicative competence* (pp. 53-65). Thousand Oaks, CA: SAGE Publications
- Kramsch, C. (1996). The cultural component of language teaching. In Wadham, N. (Ed.), *British studies now: Anthology issues 6-10* (85-94). Bristol, United Kingdom: British Council.
- Kramsch, C. (2001). *Context and culture in language teaching* (5th ed.). Oxford, United Kingdom: Oxford University Press.
- Kramsch, C. (2015). Language and culture in second language learning. In F. Sharifian (Ed.), *The Routledge handbook of language and culture* (pp. 403-416). London, United Kingdom: Routledge.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford, United Kingdom: Pergamon Press Inc.
- Li, X. (2005). Second language and culture teaching in an ESL classroom: Application of literature circles in an ESL classroom. *Intercultural Communication Studies*, 14(2), 124-134.
- Linde, C. (1993). *Life stories: The creation of coherence*. New York, NY: Oxford University Press.
- Lipman, D. (1999). *Improving your storytelling: Beyond the basics for all who tell stories in work or play*. Little Rock, AR: August House.

- Littlewood, W. (1997). Proceedings of the International Conference Autonomy 2000: *Autonomy in communication and learning in the Asian context*. Thonburi, Thailand: In KMITT.
- Logioio, A. J. (2010). *Raising intercultural awareness at a primary level through storytelling within a CLIL approach*. Retrieved from
Repositorio Universidad de Nova <http://run.unl.pt/handle/10362/5699>
- Long, M. H. (1985). Input and second language acquisition theory. In S. M. Gass & C. G. Madden (Eds.). *Input in Second Language Acquisition*. Rowley, MA: Newbury House.
- Lonner, W. J., & Hayes, S. A. (2004). Understanding the cognitive and social aspects of intercultural competence. In R. J. Sternberg & E. L. Grigorenko (Eds.), *Culture and competence: Contexts of life success* (pp. 89-110). Washington, DC: American Psychological Association.
- Lucas, U., & Mladenovic, R. (2009). The identification of variation in students' understandings of disciplinary concepts: The application of the SOLO taxonomy within introductory accounting. *Higher Education*, 58(2), 257-283.
doi:10.1007/s10734-009-9218-9
- Lynch, T., & D. Mendelsohn. (2010). Listening. In N. Schmitt (Ed.) *Introduction to Applied Linguistics. 2nd edition*. (pp. 180-196). London, United Kingdom: Arnold.
- McCall, A. L. (2010). Teaching powerful social studies ideas through literature circles. *The Social Studies*, 101(4), 152-159.
doi:10.1080/00377990903284104
- McDrury, J., & Alteiro, M. (2004). *Learning through storytelling in higher education: Using reflection and experience to improve learning*. London, United Kingdom: Taylor & Francis e-Library.

- McGreal, T., Broderick, E., & Jones, J. (1984). Artifact collection. *Educational Leadership: Journal of the Association of Supervision and Curriculum Development*, 41(7), 20-21.
Retrieved from
http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_198404_mcgreal.pdf
- Mckay, S. L. (2002). *Teaching English as an international language*. New York, NY: Oxford University Press.
- Medina, S. (2013). Reading as means of promoting social interaction: An analysis of the use of literature circles in EFL teaching. *Encuentro: Revista de innovación e investigación en la clase de idiomas*, 22, 84-97. Retrieved from
http://www.encuentrojournal.org/textos/Medina_READING.pdf
- Mejía, G., & Agray-Vargas, N. (2014). Intercultural communicative competence in SFL immersion courses, an experience with Australian students in Colombia. *Signo y Pensamiento*, 33(65), 104-117.
doi:10.11144/Javeriana.SYP33-65.lcci
- Mills, H., & Jennings, L. (2011). Talking about the talk: Reclaiming the value and power of literature circles. *The reading teacher*, 64(8), 590-598.
doi:10.1598/RT.64.8.4
- Moore, R. J., & Hallenbeck, J. (2010). Narrative empathy and how dealing with stories helps: Creating a space for empathy in culturally diverse settings. *Journal of Pain and Symptom Management*, 40(3), 471-476.
doi:10.1016/j.jpainsymman.2010.03.013
- Moran, P. (2001). *Teaching culture: Perspectives in practice*. Boston, MA: Heinle & Heinle Cengage Learning.

- Munowenyu, E. (2007). Assessing the quality of essays using the SOLO taxonomy: Effects of field and classroom-bases experiences by “A” level geography students. *International Research in Geographical and Environmental Education*, 16(1), 21-43.
doi:10.2167/irg204.0
- Murray, G. (2011). *Identity, motivation and autonomy in language learning*. London, United Kingdom: Short Run Press.
- Murray, G., & Bollinger, D, (2001). Developing cross-cultural awareness: Learning through the experiences of others. *TESL Canada Journal*, 19(1), 62-72. Retrieved from <http://www.teslcanadajournal.ca/index.php/tesl/article/viewFile/920/739>
- Nguyen, S. R. (2014). Transformations encouraged by storytelling. *Adult Learning*, 25(4), 163-165.
doi:10.1177/1045159514546212
- Novinger, T. (2001). *Intercultural communication: A practical guide*. Austin, TX: University of Texas Press.
- Oliveras, A. (2000). *Hacia una competencia intercultural en el aprendizaje de una lengua extranjera: Estudio del choque cultural y los malentendidos*. Madrid, España: Edinumen.
- Ordoñez, C. L. (2010). EFL and native Spanish in elite bilingual schools in Colombia: A first look at bilingual adolescent frog stories. *International Journal of Bilingual Education and Bilingualism*, 7(5), 449-474.
doi:10.1080/13670050408667825

- Pavlenko, A. (2003). The making of an American: Negotiation of identities at the turn of the twentieth century. In A. Pavlenko & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts* (pp. 34-67). Clevedon, United Kingdom: Multilingual Matters.
- Pavlenko, A. (2008). Narrative analysis. In M. Moyer & L. Wei (Eds.), *The Blackwell guide to research methods in bilingualism* (pp. 311-325). Oxford, United Kingdom: Blackwell.
- Pedersen, E. M. (1995). Storytelling and the art of teaching. *English Teaching Forum*, 33(1), 1-23.
- Pier, M. (2012). [Megpier]. (2012, September, 14). *Faces of Colombia movie* [Video file]. Retrieved from <https://www.youtube.com/watch?v=G8drFMdoM80>
- Pigozzi, J. (2006). View of global citizenship education. *Educational Review*, 58(1), 1-4. doi:10.1080/00131910500352473
- Pilavos, C. (2012). [ComradeBuka]. (2012, December, 18). *Beautiful video about tolerance* [Video file]. Retrieved from <https://www.youtube.com/watch?v=h0j1r9HsvKg>
- Porras, N. (2010). Teaching English through stories: A meaningful and fun way for Children to learn the language. *Profile*, 12(1), 95-106.
- Prins, J., Stekelenburg, J., Polletta, F., & Klandermans, B. (2013). Telling the collective story? Moroccan-Dutch young adults' negotiation of a collective identity through storytelling. *Qualitative Sociology*, 36(1), 81-99. doi:10.1007/s11133-012-9241-5
- Pusch, M. D. (2009). The interculturally competent global leader. In Deardorff, K. D. (Ed.), *The Sage handbook of intercultural competence* (pp. 2-52). Thousand Oaks, CA: Sage.

- Richards, J. C. (2006). *Communicative language teaching today*. New York, NY: Cambridge University Press.
- Richards, J. C., & Schmidt, R. (2010). *Dictionary of language teaching and applied linguistics* (4th ed.). London, United Kingdom: Routledge.
- Ruano, C. R. (2005). Understanding the cultural construction of wealth and power differentials through ethnographic narrative analysis in Colombia. *Teaching in Higher Education*, 10(4), 519-526.
doi:10.1080/13562510500239315
- Rubin, R., & Martin, M. (2009). Development of a measure of interpersonal communication competence. *Communication Research Reports*, 11(1), 33-44
doi:10.1080/08824099409359938
- Sancho, J. M. (2014). Historias de vida: El relato biográfico entre el autoconocimiento y dar cuenta de la vida social. *Praxis Educativa*, 18(2), 24-33. Retrieved from <http://ojs.fchst.unlpam.edu.ar/ojs/index.php/praxis/article/view/910>
- Secretaría de Educación Distrital. (2012). *Plan sectorial de educación 2012-2016* (Documento No. 9-2012). Bogotá, DC: Colombia.
- Serie Guías No. 6 Estándares Básicos de Competencias Ciudadanas. (2004). *Formar para la ciudadanía... ¡sí es posible!*. Colombia: Ministerio de Educación Nacional.
- Serie Guías No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés. (2006). *Formar en lenguas extranjeras: Inglés ¡el reto!*. Colombia: Ministerio de Educación Nacional.
- Serie Lineamientos Curriculares. (1999). *Idiomas extranjeros*. Colombia: Ministerio de Educación Nacional.

- Shea, P., Gozza-Cohen, M., Uzuner, S., Mehta, R., Valtcheva, A. V., Hayes, S., & Vickers, J. (2011). The community of inquiry framework meets the SOLO taxonomy: A process-product model of online learning. *Educational Media International*, 48(2), 101-133. doi:10.1080/09523987.2011.576514
- Smith, M. K. (2012). Carl Rogers, core and informal education. [www.infed.org/thinkers/et-rogers.htm. Last update: May 29, 2012]. Retrieved from <http://infed.org/mobi/carl-rogers-core-conditions-and-education/>
- Smith, T. W., & Colby, S. A. (2010). Teaching for deep learning. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 80(5), 205-210. doi:10.3200/TCHS.80.5.205-210
- Spada, N., & Lightbown, P. (2010). Second language acquisition. In N. Schmitt (Ed.), *An introduction to applied linguistics*, second edition, (pp. 108-123). London, United Kingdom: Hodder Education.
- Spaulding, A. (2011). *The art of storytelling: Telling truths through telling stories*. London, United Kingdom: Scarecrow Press Inc.
- Spies, K. (2012). Intercultural studies within a CLIL approach. *Latin American Journal of Language Integrated Learning*, 5(1), 33-45. doi:10.5294/lacil.2012.5.1.3
- Spitzberg, B., & Changnon, G. (2009). Conceptualizing intercultural competence. In Deardorff, K. D. (Ed.), *The Sage handbook of intercultural competence* (pp. 2-52) Thousand Oaks, CA: Sage.
- Storybird - Read, write, discover, and share the books you'll always remember. (n.d.). Retrieved from <https://storybird.com/>

- Taylor, L. (2013). Lived childhood experiences: Collective storytelling for teacher professional learning and social change. *Australasian Journal of Early Childhood*, 38(3), 9-16.
- Thein, A. H., Guise, M., & Sloan, D, A. (2011). Problematizing literature circles as forums for discussion of multicultural and political texts. *Journal of Adolescent & Adult Literacy*, 55(1), 15-24.
- Thomas, L. J. (2014). Once a foster child...: Identity construction in former foster children's narratives. *Qualitative Research Reports in Communication*, 15(1), 84-91.
doi:10.1080/17459435.2014.955596
- UNESCO. (1997). *Learning together throughout our lives*. Ottawa, Canada: Commission of Education for the 21st Century.
- Ur, P. (1996). *A course in language Teaching*. Cambridge, United Kingdom: Cambridge University Press.
- Usó, J. E., & Martínez, F. A. (2008). Teaching intercultural communicative competence through the four skills. *Revista Alicantina de Estudios Ingleses*, 21, 157-170. Retrieved from http://rua.ua.es/dspace/bitstream/10045/10400/1/RAEI_21_09.pdf
- Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes*. Massachusetts, MA: Harvard University Press.
- Vygotsky, L.S. (1986). *Thought and language*. A. Kozulin (Ed.). Massachusetts, MA: MIT Press.
- Walki, A. (2006). Scaffolding instructions for English language learners: A conceptual framework. *The International Journal of Bilingual Education and Bilingualism*. 9(2), 159-180.
doi:10.1080/13670050608668639

- Wallace, M. (1998). *Action research for language teachers*. Cambridge, United Kingdom: Cambridge University Press.
- Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. London, United Kingdom: Routledge
- Wright, A. (2000), Stories and their importance in language teaching. *Humanizing Language Teaching*, 5. Retrieved from <http://www.hltnmag.co.uk/sep00/mart2.htm>
- Wu, Ch. (2015). Assessing intercultural communicative competence through EFL students' writing: A case study in a college language class. *Proceedings of International conference 2015: Critical reflections on foreign language education – Globalization and local interventions*. Taipei, Taiwan: The Language Training & Testing Center (LTTC). Retrieved from https://www.lttc.ntu.edu.tw/conference2015_ch/proceedings_papers/
- Wu, W. V., Marek, M., & Chen, N. (2013). Assessing cultural awareness and linguistic competency of EFL learners in a CMC-based active learning context. *System* 41(3), 515-528.
- Yeh, H. C. (2007). Multiple communication systems. *English Teaching Professional Magazine*, 52, 12–14.
- Yue, J., & Ning, P. (2015). The cultivation of critical thinking skills in intercultural communication course. *Cross-Cultural Communication*, 11(3), 47-51.
doi:10.3968/6570

Yusun, J. (2005). Written narratives as an index of L2 competence in Korean EFL learners.

Journal of Second Language Writing, 14, 259-279.

doi:10.1016/j.jslw.2005.10.002

Appendix A: Consent letter

Santafé de Bogotá, mayo de 2014

Señor
Padre de familia
Grado
Colegio
La ciudad

Asunto: Carta de consentimiento

Apreciado padre de familia:

Como parte de los estudios que me encuentro realizando actualmente en la Universidad de la Sabana, me remito a ustedes para solicitar permiso y consentimiento para involucrar a su hijo/a dentro del proceso de investigación “Análisis de la competencia comunicativa intercultural, a través de la escritura de textos narrativos” que llevaré a cabo a lo largo de este semestre y durante todo el próximo año.

Es importante mencionar que el proyecto se realiza no sólo para mejorar los procesos de aprendizaje de lengua extranjera dentro de los grados que tengo a cargo, sino también como requisito de grado de la Maestría en Didáctica del Inglés con Énfasis en Ambientes de Aprendizaje Autónomo.

Debo aclarar que durante dicho proceso de investigación, los estudiantes involucrados no estarán obligados a desarrollar actividades con las que no se sientan cómodos. Así mismo, debo hacer énfasis en que las producciones desarrolladas por su hijo/a durante el periodo de investigación no tendrán incidencia en la nota parcial o final de las asignaturas a mi cargo y que la identidad de su hijo/a será protegida en todo momento pues esto hace parte de un trabajo académico y los resultados de la investigación serán compartidos con otros docentes de inglés.

Además dentro del proceso de investigación realizaré talleres y tomaré notas sobre aspectos relevantes para la investigación y los estudiantes llevarán un registro de sus aprendizajes, actitudes, entre otros, los cuales servirán como medios de recolección de datos, con el fin de determinar las mejores acciones a tomar para mejorar los procesos de enseñanza-aprendizaje dentro y fuera del salón de clases. Cabe anotar que se realizarán de forma escalonada durante este y el próximo año.

Teniendo en cuenta lo anterior, me permito solicitar su consentimiento para llevar a cabo el proceso de recolección de datos y aplicación de diferentes instrumentos y materiales involucrados en el proyecto de investigación.

Agradezco de antemano su colaboración y participación.

Nombre del investigador
c.c.

Autorizo,


Nombre

Firma

C.C.

Appendix B: Artifacts


B.1 Sample of workshop about Kakuma culture



Workshop- Video "Kakuma Culture"

Based on the video, reflect upon the following questions and give appropriate answers.

1. How do you think different cultures can shape the way a person perceive the world? Give an example.
with the different costumes, rules and ways of think, example: when you are in the Transmilenio
2. Would you imagine going to a lake or a river for water to take a shower every day? Explain
No, because we have never take a shower in the river or in a lake. It would be very difficult.
3. Is it possible for Colombian men to have different wives taking into account the culture? Why?
No, because the constitution doesn't leave.
4. How would you act if you were in Sudan with Kakuma people without electricity or even water, facing an unknown culture?
uncomfortable, we are used to have water, electricity, and without those things it was difficult.
5. Discuss the value that following things have for you, explain your opinion.
 - Electricity with that everything works like cellphone, TV, videogames
 - Water we use water to take a shower, drink etc
 - Monogamy just one wife and respect
6. If you were Kakuma, how would you act in a city such Bogota?
Amazed because we have water, electricity, different food.
7. Is it easy for Kakuma people to comprehend how people from other cultures act?
No, because they are so different.
8. Are relationships different among Colombian and African people or you can find some similarities?
Everything is different in the culture, but we are kind.
9. What can be the role of women from this culture in that society?
Be a good wife and follow the rules.



Sebastian Reina

B.2 Sample of workshop for literature circles demonstration

**Intercultural Communicative Competence:
A way to foster Citizenship Skills**

Literature circle worksheet 1

OBJECTIVES

1. Know of self and other
2. Explore cultures
3. Value the attitudes and beliefs of others

PRE READING

Think about how you are as a human being, considering your personality?

I consider myself solitary, friendly, tolerant, but I am in a bad mood, and other things

How do you face problems?

I do talk with the other person, calm down, give the best of myself, wait respect to the other, looking for seeking the solution.

WHILE READING

Read and perform your role in the corresponding groups.
Join and discuss the story according to the following aspects:

a. Moral: The situation the lady was in is really important in life because the couple should also be that way in the end.

b. Have you recognized any similar situation from the tale in the real life? Describe it.

Yes, in my relation with my friends, but we don't talk about it.

c. Which cultural aspects can you identify from the reading?

The people are happy, laughing, and the people (children) are very happy.

d. Which differences are there in the way the characters of the story solve their own problems related to your specific context?

I love to my girlfriend and everything for me, but I don't talk with her.

POST READING

What could you learn from the main characters?

I learn from the characters that it's not a bad situation, and when the problem, I should seek the happiness of my person.

Which of their actions would you change to have a different end of the story?

If I don't go to the other, then I will live together, and I will be better.

Did you identify with a particular character? Why?

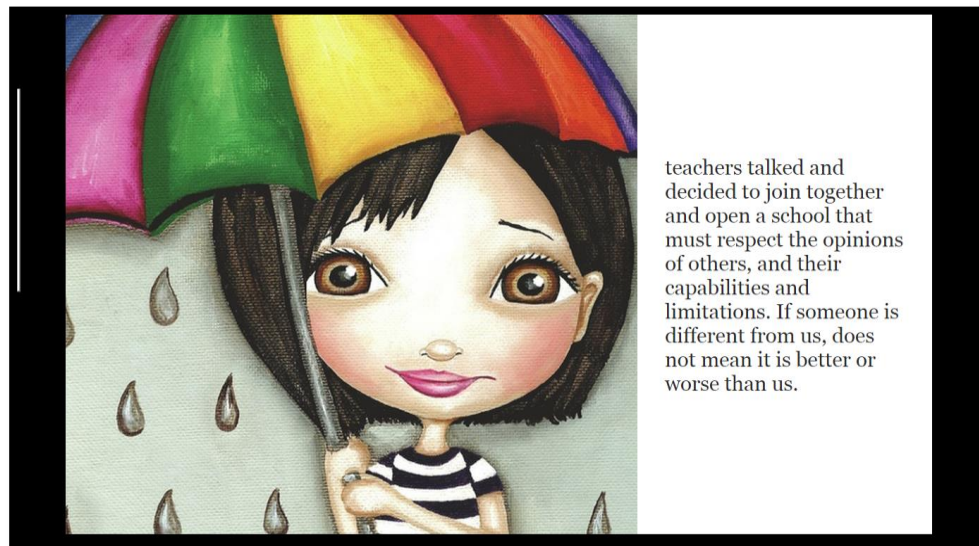
I identify with the boy because I love to my girlfriend and I do everything for her.

NICOLAS STIVEN DURATO NOVOA

Appendix C: Sample of learning log

1. ¿Qué tipo de conflictos se le presentan diariamente?
2. ¿Qué estrategia utilizas para resolverlos?
3. ¿Qué papel asume cuando se le presenta un conflicto? De un ejemplo
1. Regularmente conflictos entre la familia y/o amigos por falta de comunicación y diferencias ideológicas.
2. Siempre tratamos de solucionar alguna discusión poniéndonos de acuerdo en algo que nos beneficie a ambas personas o grupos de esta manera hay equidad y sostenibilidad, sin embargo, también sabemos que debemos cambiar algo y/o hacer algo que nos falta.
3. El intervenir y cooperar cuando sea necesario o bien sea el principal autor para evitar que se continúe el conflicto. El en la casa nadie hizo asco, preguntó porque, las razones y ayudo a buscar soluciones.

Appendix D: Sample of stories



Bechara, M.F. (Author). (2014, October 28). School of world cultures. [First tale]

Retrieved from <https://storybird.com/books/school-of-world-cultures/?token=dyfuytg7u4>



Mesias, A. (Author). (2014, October 27). The path of tolerance. [Second tale].

Retrieved from <http://storybird.com/books/the-path-of-tolerance/?token=erqdf5jj46>

Appendix E: Questionnaire

E.1 Sample of questionnaire questions 1 to 6.

Cuestionario

Colegio: José Joaquín Casas

Apreciamos su cooperación en este proyecto de investigación que suministrará información sobre cómo se pueden aprender temas de cultura y ciudadanía en la clase de Inglés. Al completar el cuestionario, terminará el proceso de aproximación a conocerse a sí mismo y a conocer a otros; lo que se espera contribuirá a construir una mejor sociedad.

Ahora, por favor responda las siguientes preguntas teniendo en cuenta la experiencia durante estos meses.

- ¿Qué aprendió sobre otras culturas?
Aprendí que somos diferentes y se tienen costumbres diferentes y ante esto ~~ten~~ aceptarlos y descomulgarlos para si mismo
- ¿De acuerdo a los temas presentados en esta experiencia, qué aspectos tendría en cuenta para entender al otro?
Su forma de pensar y de ver las cosas que no todos podemos ante algo pero podemos apoyarnos en el otro y salir adelante.
- Después de las experiencias a las que tuvo acceso en la clase de inglés, ¿considera que la cultura afecta la forma en que las personas se comunican e interactúan entre sí? **Justifique su respuesta.**
Si, todas son diferentes y prohíben ciertas cosas. Pero se puede aprender a llevarlas
- ¿Considera que los círculos literarios proporcionaron oportunidades para compartir sus sentimientos, opinión o conocimiento en cuanto a temas culturales? **Justifique su respuesta.**
Si, me gusto mucho tanto, como se expresaban y aprender del otro con su punto de vista
- ¿Considera que las actividades de creación de historias proporcionaron oportunidades para compartir sus sentimientos, opinión o conocimiento en cuanto a temas culturales? **Justifique su respuesta.**
Si, es una manera de imaginar y crear; tanto a las personas que les gusta leer y escribir, es un momento para de expresar
- ¿Cuáles de los siguientes valores cree que se desarrolló más durante este proceso de enseñanza-aprendizaje?
 - Honestidad
 - ☒ Empatía (ponerse en los zapatos del otro)
 - Respeto
 - Otro: ¿Cuál?

E.2 Sample of questionnaire questions 7 to 14

Justifique su respuesta dando un ejemplo.

Antes no me interesaban los problemas del otro; ahora
se que puedo entenderlos porque ya he pasado por
ello

7. ¿Qué logró descubrir de sí mismo con la experiencia vivida en la clase de inglés en este semestre?

Que puedo cambiar, ser más tolerante y apreciar
mis virtudes y defectos

8. ¿Cómo la falta de tolerancia puede afectar las relaciones con otras personas? De un ejemplo.

Dos amigos son diferentes; su amigo no lo entiende y discuten
allí no se logran comprender por sus actitudes, alando
así terminando su amistad.

9. ¿Qué estrategias utiliza para resolver los conflictos a los que se ve enfrentado? Ejemplifique un caso en particular.

El dialogo; inventaron un cuento y ella me resbala a mí
que no tenía ni idea de ello; en este caso hablo
con ella y le explico lo ocurrido

10. ¿Qué habilidades en las competencias ciudadanas (identidad, tipos de tolerancia y estrategias de resolución de conflictos) cree que desarrolló más? Justifique su respuesta.

identidad; aprendí a conocer capacidades que no
sabía que tenía.

11. Mencione la actividad que más le sorprendió y explique por qué.

La de la creación de cuentos literarios; ya que me
gusta escribir y leer

12. Teniendo en cuenta toda la información, talleres y actividades, ¿qué herramientas adquirió para ser mejor ciudadano? Justifique su respuesta.

Adquirí paciencia, tolerancia, respeto, comprensión ante
las personas de diferentes comunidades

13. ¿Cómo le pareció esta experiencia? Justifique su respuesta.

Excelente, aprender sobre otras culturas y conocerse
a uno mismo no se da todos los días.
¡Muchas gracias!

14. ¿Cuál de las actividades realizadas en clase, cree que fue más significativa para lograr la Competencia Comunicativa Intercultural? Justifique su respuesta.

El círculo literario donde toda teníamos un
rol y aprendíamos a escucharnos

Appendix F: Open survey

Contesta las siguientes preguntas con total sinceridad. Ten en cuenta tus experiencias en tus clases de inglés a lo largo de tu vida escolar o fuera de ella.

1. ¿Has considerado alguna vez, cómo la cultura puede influenciar en el modo de actuar de una persona?
 - a. Siempre
 - b. Frecuentemente
 - c. Algunas veces
 - d. Casi nunca
 - e. Nunca

2. ¿Cómo crees que se relacionan las personas de diferentes regiones de Colombia?
 - f. Igual que en Bogotá
 - g. Con varias similitudes que en Bogotá
 - h. Con varias diferencias que en Bogotá
 - i. Totalmente diferente que en Bogotá

3. ¿Cómo crees que se relacionan las personas en otros países?
 - a. Igual que en Colombia
 - b. Con varias similitudes que en Colombia
 - c. Con varias diferencias que en Colombia
 - d. Totalmente diferente que en Colombia

4. ¿Has tenido contacto con textos relacionados a la cultura inglesa?
 - a. Nunca
 - b. Casi nunca
 - c. Frecuentemente
 - d. Siempre

5. ¿Consideras importante aprender sobre otras culturas en tus clases?
 - a. Sí
 - b. No
 - c. Me es indiferente

6. ¿Tienes algún conocimiento sobre culturas de habla inglesa?
 - a. Sí
 - b. No
 - c. Muy poco

7. ¿Te gustaría aprender sobre la cultura de otros países en tus clases de inglés?
- a. Sí
 - b. No
 - c. Me es indiferente
8. Si tuvieras la oportunidad de aprender sobre otras culturas te gustaría hacerlo por medio de:
- a. Lecturas
 - b. Videos
 - c. Conversaciones de otras personas
 - d. Otro, cuál _____
9. Si tuvieras la oportunidad de aprender sobre otras culturas ¿qué temas te gustarían?
- a. Deportes
 - b. Historia
 - c. Cultura General
 - d. Otros, cuáles _____
10. Si tuvieras la oportunidad de aprender sobre un país de habla inglesa en especial, ¿cuál preferirías?
- a. Estados Unidos
 - b. Inglaterra
 - c. Australia
 - d. Canadá
 - e. Otro, cuál _____

Appendix G: Cultural concepts

G.1 Worksheet for matching concepts and definitions related to culture.

Write the number to match the concepts and the definitions.

1.	Behavior	___	the condition or status of a citizen, with its rights and duties
2.	Values	___	Different from you
3.	Beliefs	___	the individual characteristics by which a person or thing is recognized
4.	Worldview	___	the reflexive form of <i>I</i> or <i>me</i>
5.	Traditions	___	the way a person views something or tends to behave towards it, often in an evaluative way
6.	Identity	___	<u>opinion</u> ; <u>conviction</u>
7.	Citizenship	___	the way a person views something or tends to behave towards it, often in an evaluative way
8.	Myself	___	<u>a</u> usual or habitual practice; typical mode of <u>behaviour</u>
9.	Other	___	the body of customs, thought, practices, <u>etc.</u> , belonging to a particular country, people, family, or institution over a relatively long period
10.	Attitude	___	an inhabitant of a city or town
11.	Tolerance	___	the moral principles and beliefs or accepted standards of a person or social group: a person with old-fashioned values
12.	Custom	___	<u>capacity</u> to endure <u>something</u>
13.	Citizen	___	<u>the</u> action or reaction under normal or specified circumstances.

G.2 Answer sheet for definitions and concepts matching worksheet

Answers

1.	Behavior	7___	the condition or status of a citizen, with its rights and duties
2.	Values	4___	an opinion, attitude, or judgment
3.	Beliefs	6___	the individual characteristics by which a person or thing is recognized
4.	Worldview	8___	the reflexive form of <i>I</i> or <i>me</i>
5.	Traditions	10___	the way a person views something or tends to behave towards it, often in an evaluative way
6.	Identity	3___	<u>opinion; conviction</u>
7.	Citizenship	9___	Different from you
8.	Myself	12___	<u>a</u> usual or habitual practice; typical mode of behavior
9.	Other	5___	the body of customs, thought, practices, <u>etc.</u> , belonging to a particular country, people, family, or institution over a relatively long period
10.	Attitude	13___	an inhabitant of a city or town
11.	Tolerance	2___	the moral principles and beliefs or accepted standards of a person or social group: a person with old-fashioned values
12.	Custom	11___	<u>capacity</u> to endure <u>something</u>
13.	Citizen	1___	<u>the</u> action or reaction under normal or specified circumstances.

Appendix H: Lesson plan model for orientation sessions

Date and Time: July 14 to 18

Teachers: Liliana Muñoz, Ana María Niño, María Eulalia Guerrero

Schools: El Porvenir, Jaime Pardo Leal, José Joaquín Casas

Level: B1

Objectives:

To activate students' prior knowledge of what culture means and help them to be familiar with aspects that characterized the regions of Colombia, being able to compare and differentiate each one of them.

Stage	Aim	Procedure	Time and interaction	Comments
Warm up	To activate students' prior knowledge and perceptions about culture.	Students will play a matching game in which they have to join the pictures with their corresponding word.	15 min T - S	The images can help to link students' prior knowledge with the new knowledge about culture and identity.
Presentation	To engage students with the new topic: What is culture?	Students will watch the videos https://www.youtube.com/watch?v=3ZPzNVwgjVI (2'27'') and https://www.youtube.com/watch?feature=player_embedded&v=G8drFMdoM80 (2'30''). Then will talk about what they understand and think about them.	20 min S – Ss	The videos might be a strong factor to call the students' attention on the most important aspects of Colombian culture, identity and citizenship.
Study	To learn facts about Colombian culture and the differences among regions.	The students will read a text regarding different aspects of Colombian Culture and identity following this link: http://www.buzzle.com/articles/culture-of-colombia.html .	20 min S – Ss	The reading will be adapted taking into account the student's cognitive and linguistic needs.

Practice	To discuss the similarities between Colombian regions	Students will be prompted to share their understanding about the reading by observing some pictures about different Colombian regions.	15 min T - Ss Ss – Ss	The possibility to make associations among different regions will increase the student's awareness concerning Colombian Culture richness and diversity in terms of identity.
Wrap Up	To share students ideas about What is it to be Colombian.	Students will be prompted to complete in pairs a parallel between different Colombian regions in order to determine what it is to be Colombian.	10 min Ss – Ss	This exercise wants to drive the students to use their prior knowledge with the one presented in the reading to be able to get acquainted with the most remarkable aspects of Colombian culture and identity.
Follow up	To invite students to continue exploring Colombia's perception from people around world.	The students will be invited to finish watching the video https://www.youtube.com/watch?v=3ZPzNVwgjVI at home.	5 min T - Ss	This will provide different insights on how foreign people perceive Colombian culture and identity.

Appendix I: Lesson plan model for literature circles

Schools: El Porvenir, Jaime Pardo Leal, José Joaquín Casas.

Level: B1

Objectives:

- Model different literature circles' roles to make the students active participants during all the activities proposed for each stage.
- Help participants perform each literature circle' role, analysing and discussing the story read.

Stage	Aim	Procedure	Time and interaction	Comments
Warm up	To help students remember the literature circles' roles.	Teachers will show flashcards in order to activate prior knowledge regarding the different literature circles' roles.	5 min T - Ss	Each image can help students activate students' prior knowledge to be able to perform each activity during the session.
Presentation	To choose stories by surfing the web page provided.	Students will surf the web page http://www.worldstories.org.uk/ in order to choose the story for the first cycle.	5 min S – Ss	The opportunity to choose the stories and the countries encourages the students' participation.
Study	To fill out the worksheets according to the story read.	Each member of the group will read the story and develop the activities.	40 min S – Ss	This activity allows each student to focus on specific information based on each literature role.
Practice	To share what each student read with their corresponding group.	Students will be prompted to share what they read. Then, they will discuss the questions suggested by the luminary role.	30 min T - Ss Ss – Ss	The possibility to work together will allow students to make an effort to reach the same goal.

Wrap Up	To assess students' performance and provide feedback.	Teachers will assess the performance that groups played in relation to each role. Then, they will provide suggestions and changes for further literature circles in order to have better results.	10 min Ss – Ss	This feedback will provide students with suitable information to have a better performance during the different sessions.
Follow up	To invite students to take advantage of extra resources to facilitate their understanding.	Teachers will remember how to use different on-line dictionaries to facilitate the stories' understanding.	10 min T - Ss	These suggestions will allow students having a better comprehension of the stories.

Appendix J: Lesson plan model for storytelling

Date and Time: August 4 to 8

Teachers: Liliana Muñoz, Ana María Niño, María Eulalia Guerrero.

Schools: El Porvenir, Jaime Pardo Leal, José Joaquín Casas.

Level: B1

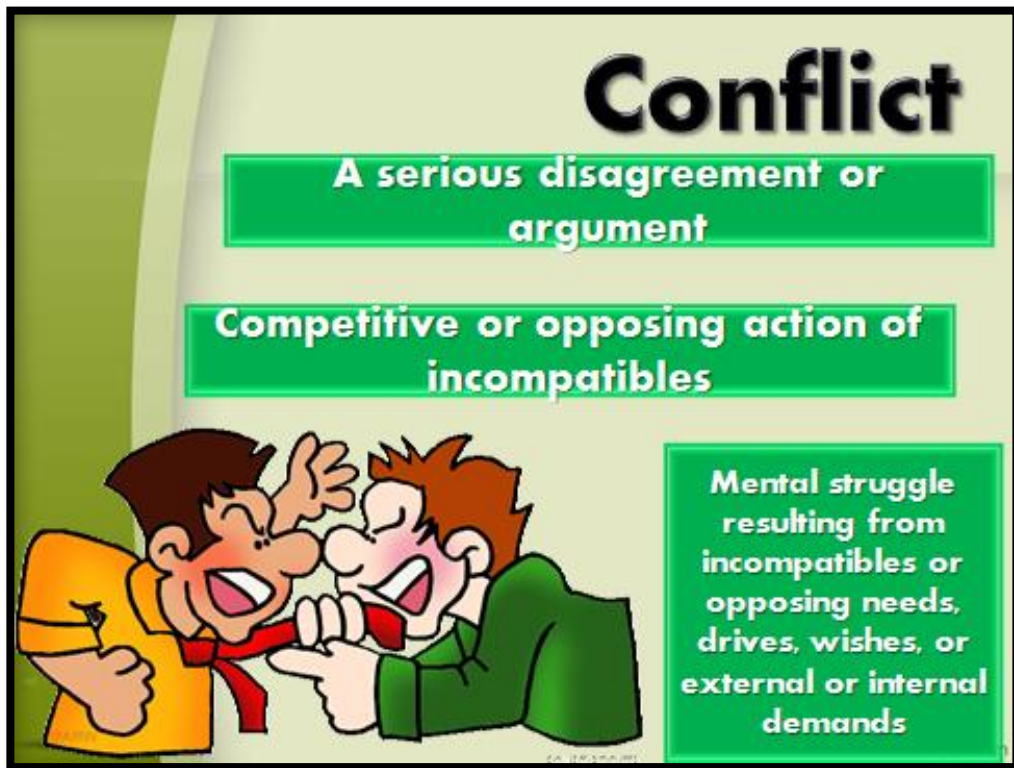
Objectives:

- Remember the basic concepts of culture and identity in order to create the story.
- Train students in the use of the web 2.0 tool *storybird* to write their own narrative text.

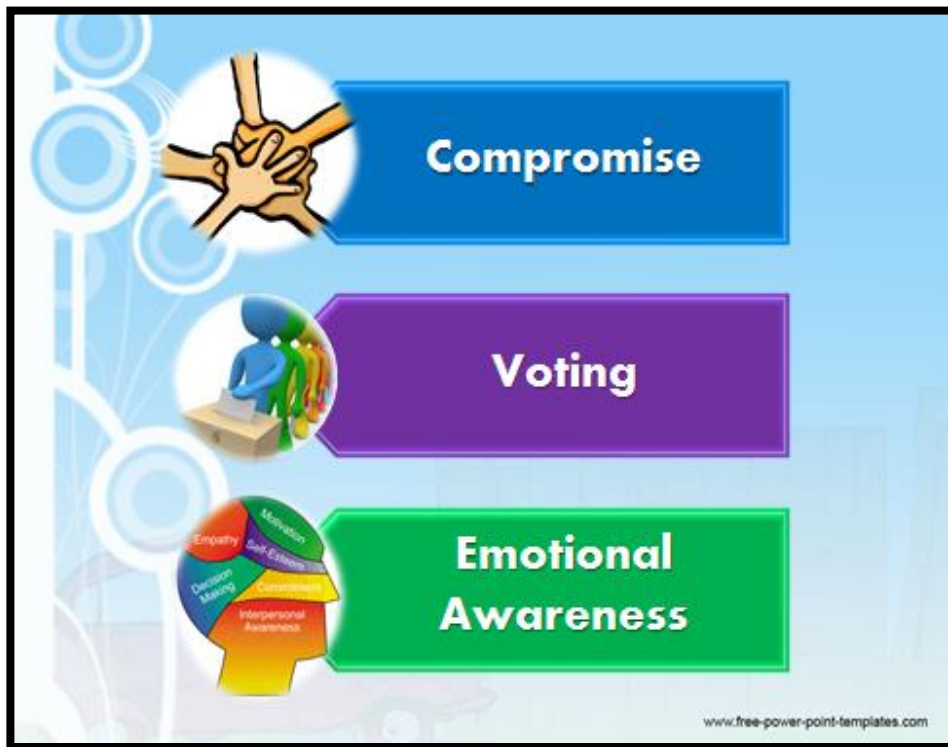
Stage	Aim	Procedure	Time and interaction	Comments
Warm up	To watch a video in order to get familiar with behaviours that can offend people from other countries.	Students will watch a video named: 10 surprising ways to offend people in other countries. https://www.youtube.com/watch?v=UTE0G9amZNk . Then, some students will share their perceptions regarding the video.	10 min T - Ss	The video shows outstanding situations that can cause gaffes in other countries.
Presentation	To recall the basic concepts in regards to culture and identity.	Teachers will show a power point presentation in which students have the opportunity to share what they remember.	10 min S – Ss	This activity allows participants to remember and highlight the most important information and concepts.
Study	To get familiar with the web page story bird.	Teachers will show how students can use the web 2.0 tool named <i>storybird</i> in the creation of the stories. For such purpose, they will model each step.	30 min S – Ss	This demonstration activity facilitates the contact with this web page.

Practice	To practice and open an account in storybird web page.	Teachers will organise the class in groups of three. Students will open an account in storybird and surf the tool to get familiar with the resources available on it.	30 min T - Ss Ss – Ss	The activity allows the teachers to provide feedback and solve any doubt during the process.
Wrap Up	To discuss different cultural differences that can affect communication, relations and others.	Students will solve a workshop in which they reflect on how cultural differences can affect communication, relations and among others.	5 min Ss – Ss	This workshop makes students reflect, analyse and take a clear stance regarding the effect of culture taking into account different aspects.
Follow up	To remember due date for completing the writing of the stories.	Teachers will show an example of a story using the storybird web page.	5 min T - Ss	These suggestions will allow students having a better performance on the activity.

Appendix K: Conflict definitions



Retrieved from <http://www.merriam-webster.com/dictionary/conflict>

Appendix L: Conflict resolution strategies

Appendix M: Matrix

NEW VERSION OF Data analysis matrix.xls

ArchivoEditarVerInsertarFormatoDatosHerramientasComplementosAyudaÚltima modificación hace 6 horas

f_x											
1	Name:	Writing narrative texts to evidence the intercultural communicative competence in the English classroom									
2											
3	Research Question:	What happens to the level of intercultural communicative competence when storytelling to implement the writing of narrative texts about culture, tolerance and conflict re									
4											
5	Objectives:										
6	1. To determine the effects (if any) of writing stories on the development of intercultural competence.										
7	2. To identify the main problems students have in writing stories.										
8											
9	Participants										
10	School	Code									
11											
12	Colegio Jaime Pardo Leal	S1									
13		S2									
14		S3									
15		S4									
16		S5									
17		SOLO TAXONOMY									
18	Colegio El Porvenir	Pre-structural									
19		Uni-structural									
20		Multi-structural									
21		Relational									
22		Extended Abstract									
23		Methodology negative									
24		Methodology positive									
25											

General Data

ARTIFACTS

STORIES

QUESTIONNAIRE

COMPENDIO

LOG

RUBRIC

codigos

Hoja 5

RESULTS

frecue

Appendix N: Needs analysis findings

